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ABSTRACT

This publication describes 12 outdoor education programs/centers serving persons with disabilities in their program curriculum. Each program is described in detail and each description includes an overview of purposes and goals, facility/site description, administration structure, program emphasis for disabled populations, and source of funding and annual operating budgets. The programs are geographically representative of the United States and incorporate "state-of-the-art" techniques/approaches utilized for outdoor education program planning development and implemented for the disabled. Included are examples of mainstreamed and segregated programs serving all types and ages of disabled persons in either residential or day programs. There are also examples of cooperative approaches to program design/development utilizing parents of disabled children, educators, and park and resource management personnel as members of planning teams. Other programs describe techniques used for fundraising and integrating outdoor education into the overall curriculum. Programs described are Babler Outdoor Education Center for the Handicapped; Bradford Woods Outdoor Education, Recreation and Camping Center; Camp Confidence; Colorado Outdoor Education Center for the Handicapped; Courage Center Outdoor Education Programs; Eckerd Wilderness Education System Camping Program; Georgia State Camping Program for the Handicapped; Lathrope E. Smith Environmental Education Center; Minnesota Outward Bound; Mt. Hood Kiwanis Camp; Nassau BOCES Outdoor and Environmental Education Program; and Santa Fe Mountain Center. (NEC)

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Outdoor Education for the Handicapped

Innovative Approaches to
Providing Outdoor Education
for Handicapped Students

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INNOVATIVE APPROACHES TO PROVIDING OUTDOOR EDUCATION FOR HANDICAPPED STUDENTS

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ACKNOWLEDGEMENTS

The authors would like to gratefully acknowledge the cooperation and support of the many persons who contributed to the overall success of the Outdoor Education for the Handicapped Project. Special thanks is extended to Melville J. Appell, the original project officer for the U.S. Office of Special Education Programs for his belief in and support of this effort. While it is not possible to recognize each of the hundreds of individuals who contributed to the project, we would be remiss if we did not extend our thanks and appreciation to the following:

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FOREWARD

This publication is the result of a three year research and development project conducted by the University of Kentucky's College of Education with funding from the U.S. Department of Education, Office of Special Education Programs. Begun in 1978, the primary purpose of the Outdoor Education for the Handicapped Project was to develop, field test and disseminate a comprehensive instructional program model to assist educators, park and resource management personnel and parents or guardians of handicapped children to cooperatively plan and implement outdoor education programs designed to meet the needs of handicapped children and youth.

The development of the instructional program model involved extensive preparation and research. Activities such as conducting a comprehensive literature search and review, surveying over 600 outdoor education programs and centers, identifying competencies to determine the design and approach to the instructional model and developing a systems model to outline the process of outdoor education program planning and implementation were organized and conducted during the early months of the project. After these activities were completed, the materials were developed and prepared for two major phases of developmental testing beginning with a prototype (pilot) review by a panel of experts representing educators, parents and park and resource management personnel.

Immediately following, the materials were revised and prepared for national field testing. Five outdoor education centers and programs in the states of Maryland, New York, Illinois and Kentucky were selected to participate in this process. The five national field testing teams were also comprised of persons representing each of the three target facilitator groups who provided objective feedback and recommendations as to how the materials and resources may be further refined to better meet their individual needs. Results of this developmental testing effort, as well as the many other helpful and constructive recommendations the project staff received have been incorporated in this and other publications which embody the instructional program model.

INTRODUCTION

This publication describes twelve outdoor education programs and centers which serve persons with disabilities in their program curriculum. A detailed description of each program is provided which, among other topics, includes: an overview of program purpose and goals; facility and site description, administration structure; program emphasis for disabled populations; source of funding and annual operating budgets. These programs are also geographically representative of the United States.

The programs described represent the "state-of-the-art" of common techniques and approaches utilized for outdoor education program planning development and implemented for the disabled. Included are examples of mainstreamed and segregated programs which serve all types and ages of disabled persons in either residential or day programs. There are also examples of cooperative approaches to program design and development utilizing parents of disabled children and youth, educators and park and resource management personnel as members of a planning team. Other programs describe techniques used for fundraising and how some integrate outdoor education into the overall curriculum.

This publication will continue to be updated by adding new and different examples of outdoor education programs designed to provide for the special needs of the disabled. Suggestions and comments are always welcome as to how this publication might be revised to make it more relevant and practical to better meet the needs of persons committed to providing quality outdoor education experiences for all disabled children, youth and adults.

It should be noted that the programs described in this publication are illustrative of the state-of-the-art and that there are numerous other programs worthy of recognition that could not be included. Therefore, no inference should be drawn relative to the comparative merits of those programs described and those that have not been included.

Subject Index

The 33 subject categories listed in this section are designed to assist the reader with locating specific topics of interest which illustrate examples of how outdoor education programs are serving disabled children, youth, and adults and how they have approached and implemented various aspects of program design and development. Page numbers for each of the programs listed under each category may be found by referring to the table of contents.

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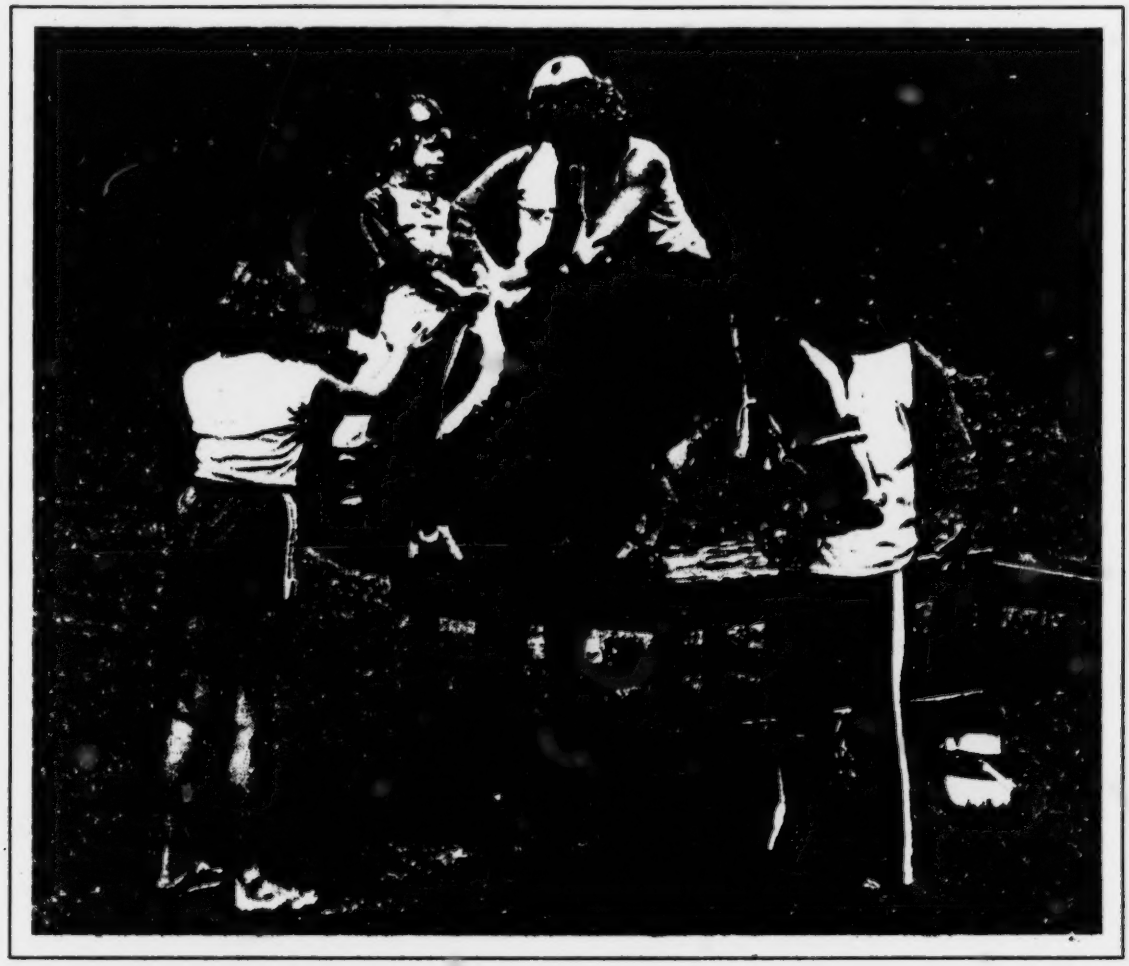

BABLER OUTDOOR EDUCATION CENTER

Chesterfield, Missouri

by Linda Thompson Sauerwein
Camp Administrator

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Introduction

Babler Outdoor Education Center is located in suburban St. Louis County, Missouri about 20 miles from St. Louis. The Center, which is owned and operated by the State of Missouri, Department of Natural Resources, Division of Parks and Historic Preservation is a part of the 2,450 acre Dr. Edmund A. Babler Memorial State Park.

During the mid 1960's, a need was seen by the Department of Natural Resources to develop a camping facility for the physically disabled. A survey was conducted of the major agencies and organizations serving the handicapped in eastern Missouri and western Illinois to determine the specific needs of these groups. With the survey results as a guide, an accessible residential camping facility was designed by R. W. Booker and Associates, St. Louis, Missouri.

Funds for construction were acquired from the Babler State Park Trust Fund and a 50% matching grant from the U.S. Department of the Interior, Bureau of Outdoor Recreation, Land and Water Conservation Fund. The dedication and opening ceremony was held in October, 1975. During the first year of operation, only two groups used the Outdoor Education Center facilities. Currently, over 19,000 camper days of year 'round activities are experienced at Babler.

Program Purpose and Goals

Handicapped children and adults are often denied recreational opportunities available to the general public because of barriers created in design and construction of recreational facilities. The Jacob L. Babler Outdoor

Education Center for the Handicapped was designed to eliminate most of these barriers, thus enabling campers to have the freedom to learn about and experience the out-of-doors in a relaxed, comfortable environment. Professional employees of the Division of Parks and Historic Preservation have formulated the administrative and operating policies for the Outdoor Education Center with the following purposes in mind:

- To provide a camping and outdoor education facility for those children and adults whose handicaps prevent them from using regular outdoor recreational facilities.
- To provide the opportunity for children and adults to learn about the natural environment in which they live.
- To provide the environment for social group living in the out-of-doors.
- To provide a facility and area where counselors, leaders and administrators of organizations working with disabled persons can be trained to direct outdoor educational activities.
- To teach skills and affect attitudes that enable handicapped persons to enjoy outdoor recreational activities in other parks and recreational facilities.
- To develop handicapped individuals' understanding of their own self importance and place in the natural community.

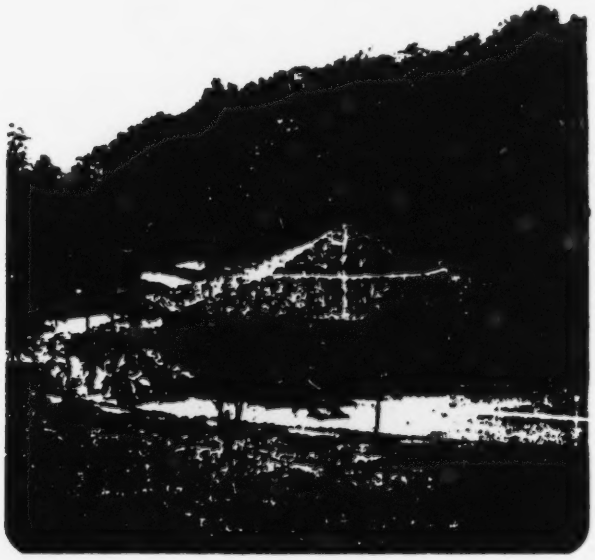
Facility and Site Description

Dr. Edmund Babler Memorial State Park contains over 2,450 acres of hilly ozark forest land with abundant wildlife. Included in the park are several areas with mature, undisturbed forests.

The main service facilities at Babler Outdoor Education Center were completed in 1975, at a cost of $934,856.93. Matching funds from the Bureau of Outdoor Recreation, Land and Water Conservation Fund and the Babler Trust Fund were used for the initial construction. A therapeutic swimming pool was completed in 1980 at a cost of $290,560.62. During 1981-82 a multipurpose recreation building was constructed at an approximate cost of $391,200.00.

Current facilities include: eight cabins that sleep up to 20 persons each; a kitchen and dining hall seating 200; an administration building that also serves as an infirmary and rental group staff housing; a multipurpose recreation building; a 25 meter, heated swimming pool with storage building; 2-1/2 miles of paved trails; 15 miles of hiking and equestrian trails; a horseback riding/mounting area; farm animal shelters; fishing pond; an old stock pond; archery range; fields for organized sports and informal games; a paved parking lot/games area; ruins of an early settlers home; and an animal barn.

All facilities were designed and constructed according to national specifications so that no person would be excluded regardless of disability. All buildings are ground level, heated in the winter, and accommodate most wheelchair needs. The swimming pool is ramped and has a lift for ease of entry. Signs are printed in braille.



Accessible facilty at Babler

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Other facilities in Babler State Park were remodeled to provide for accessibility. These facilities include: a Nature Interpretive Center with displays of native Missouri plant and animal life, a public swimming pool, public horseback riding trails, family campgrounds with bath house, picnic areas, ballfields, and playgrounds. The horse trails are also used for cross-country skiing in the winter.

Supplementing the facilities at Babler State Park are 12,000 acres of state and county park land located within 15 miles of Babler. In addition, there are numerable access areas to the Missouri and Meramec Rivers. The Babler Outdoor Education Center also has site accreditation with the American Camping Association (ACA) and strives to maintain the high standards of that organization.

Program Description

Babler Outdoor Education Center operates as a rental facility for school agencies and organizations concerned with disabled persons. The center provides food service, maintenance, and some program equipment. The camp administrator and park naturalist work with the rental groups to plan and conduct appropriate program activities. The type of rental groups using the Babler facilities can be divided into three types: fall, winter, and spring school camping; summer resident camping; and year-round weekend retreats.

School Camping

Special School District. The primary user group for Babler Outdoor Education Center during the school year is the Special School District of St. Louis County, Missouri. The Special School District is an independent, tax supported school district providing educational and evaluative services to all residents of St. Louis County - ages five to 21. The 15,000 students of

the Special School District include every type of disability and degree of severity. Children with mild disabilities receive special instruction in their regular school district classrooms. More severely disabled students are bused to special schools located throughout the county.

Babler is used as a base camp for over 15 weeks of outdoor education activities for the students attending Special School District operated schools. Students stay from one to five days at camp depending upon the classes, the educational programs, and the classroom teacher. Students' ages range from five to twenty-one years old. Classes are divided according to age and ability. Some classes come to Babler twice a year - in the spring and fall.

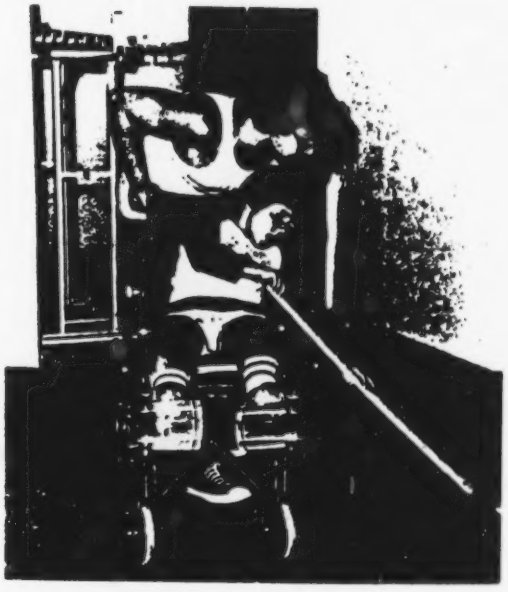
Each class is accompanied by its own teachers and aides. High school students and parents sometimes serve as additional aides. The Special School District employs two full-time outdoor instructors who work with Babler activities and other non-Babler adventure activities. In addition, the Special School District contracts with Project STREAM in Webster Groves, Missouri for adventure activity instructors.

Classroom teachers provide students with pre-camp planning and post-camp follow-up activities. The teachers consult with the Special School District outdoor instructors, the Babler camp administrator and naturalist, STREAM instructors, and others in planning and preparing students for the camping experience.

The main emphasis of the Special School District program at Babler is participation adventure type activities. Specific program activities include:

- General self-care and socialization skills-dressing, eating, and cabin-living.
- Ropes course.
- Canoeing on the Meramec River and Creve Couer County Park lake.

- Climbing and rapelling.
- Caving.
- Horseback riding-lessons provided by Therapeutic Horsemanship, Inc.
- General in-camp activities - archery, swimming, fishing, games, cook-outs and campfires.
- Cross-country skiing and other winter sports.



A Babler student

Horseback Riding at Babler

Few arts and crafts type activities are included. Some groups have classes with the park naturalist or conservation agent on native animals and plants. Older students in vocational training programs include work skills such as minor building repairs, trail building, construction, buildings and grounds maintenance, and food service as part of their program.

Other school districts. Babler Outdoor Education Center is used about six weeks each school year by regular school districts serving non-handicapped

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students. Fifth and sixth graders spend four to five days at Babler involved in outdoor education activities. The primary program emphasis is on natural sciences and environmental education. The Babler Park naturalist and the Conservation Commission education agents work with these groups developing and instructing science oriented curriculum. Some recreational activities are included as evening programs.

Funds for the regular school districts' camping experiences are usually raised by the students themselves with various projects and savings programs. The school districts pay for teachers and program supplies.

Summer Resident Camping

Summer programs at Babler are primarily agency sponsored summer camping programs for children and adults. Campers spend five to seven days involved in a variety of traditional camp activities. Agencies currently renting Babler for summer resident camping include: St. Louis Easter Seal Society-Camp Daniel Boone, United Cerebral Palsy of St. Louis-Camp Handicamp, Muscular Dystrophy Association-Jerry Lewis Summer Camp, St. Louis Girl Scout Council-Babler Bound, and three associations for retarded children and adults. Each agency provides its own program staff, volunteer aides, and equipment.

Weekend Retreats

During fall, winter, and spring, the facilities are rented on weekends to agencies, organizations, and churches for training workshops and retreats. Sheltered workshops and homes for retarded adults utilize the facilities for weekend recreational activities. Agencies and schools working with disabled students conduct staff training workshops. The facilities are utilized by church youth groups for religious retreats.

Weekend activities at Babler

A volunteer fireman

During the weekend workshops/retreats, park naturalist may lead interpretive activities; however, most of these programs are not outdoor education oriented. Boy Scout Weekends sponsored by the Center in January and February are an exception to this. Boy Scout Troops and dads attend a day of interpretive programs offered by the naturalist and complete requirements for winter camping merit badges. Over 1,000 disabled and nondisabled boys and dads participated in this activity in winters 1980 and 1981.

Administrative Structure

Full-time staff at Babler Outdoor Education Center include a Camp Administrator, two park maintenance persons, and four food service workers. Several

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food service workers are employed part-time. The Center shares a secretary, a naturalist, and several other maintenance persons with Babler State Park. Funds are currently being secured to employ four full-time program specialists to work specifically with handicapped campers in outdoor education activities.

All park and Center staff attend regular training workshops concerned with subjects such as first-aid, safety, fire-fighting, and drug abuse. Staff training also includes discussions of various disabilities and visits to local agencies and hospitals.

Funding

Operating funds for Babler Outdoor Education Center are generated from several sources. Interest on the Babler Park Trust Fund covers some of the park maintenance expenses, with other maintenance expenses paid out of the general revenue funds of the State of Missouri. Staff salaries are paid with general revenue and trust fund monies. User group fees cover the cost of food service and some Center operation expenses. Recreational equipment is purchased with funds donated by corporations and organizations.

The approximate operating budget is $122,116.00 with capital improvements included in a separate budget.

For more information on the Babler Outdoor Education Center, please contact:

Camp Administrator
Babler Outdoor Education Center
R.R. 1, Box 468
Chesterfield, MO 63017

(314)458-3048 or 458-3813

BRADFORD WOODS OUTDOOR EDUCATION, RECREATION AND CAMPING CENTER

Martinsville, Indiana

by Marcia Jean Carter, Re.D.
Coordinator of Special Populations Programs

Mark D. Havens
Coordinator, Project TORCH

Gary M. Robb
Director

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Introduction

Bradford Woods Outdoor Education, Recreation and Camping Center is a 2,300 acre area located in south central Indiana approximately 25 miles south of Indianapolis. Over 1,500 acres of the property consists of unspoiled woodlands with a 110 acre lake. Bradford Woods is the home to the National Headquarters of the American Camping Association; Camp Bradford, the Central Indiana Council of the Boy Scouts of America; Camp "To-Wa-Ke", the Central Indiana Council of Camp Fire Girls; and Camp Riley, the Riley Memorial Association Camp with a newly acquired outpost area, formerly known as Camp Tulip Trace, Girl Scouts of America. The camping center is owned and administered by the Department of Recreation and Park Administration in the School of Health, Physical Education, and Recreation of Indiana University, with guidance from the Bradford Woods Advisory Committee representing Indiana University, Riley Memorial Association and the school districts which participate in the Bradford Woods programs.

Plans for property usage were first developed in 1951 by Indiana University and the Riley Memorial Association. The plan focused on two concerns: a facility designed to serve the handicapped, and to provide outdoor education programs. Construction began in 1954. Camp opened in the summer of 1955 with a four-week diabetic children's session managed by the Indianapolis Diabetes Association, and a two-week session for physically handicapped children sponsored by the Riley Memorial Association.

In time, the summer sessions expanded to include campers with other disabilities such as the mentally retarded, blind, deaf, hemophilia, spina bifida and amputees. In 1972, a 10-year master plan was undertaken by Indiana University's Department of Recreation and Park Administration and the

Riley Memorial Association. Immediately following, Mr. Omer Foust, Executive Director of Riley Memorial Association was successful in raising significant amounts of funds with donations coming from Lilly Endowment, Inc., Epsilon Sigma Alpha, Krannert Foundation, and the Baxter Foundation. Additions to Riley included Baxter Village, Krannert Dining Hall, swimming pool, arts and crafts center, nature trail, amphitheater, nature center, and infirmary/office complex, completed in 1979.

Program Purpose and Goals

The "Bradford Idea" as reflected in the founding statement issued jointly by the Riley Memorial Association and the Indiana University Board of Trustees in 1952, provides a central focus for all programs at Bradford Woods. "It was believed that here, on the Bradford property, could be developed a unique center to benefit children in two ways...first, by making available to them an outdoor resource which would be devoted in perpetuity to their interests...and second by making possible a laboratory for the training of leaders in outdoor education, recreation and camping...a laboratory which would offer an unusual first-hand experience in leadership and observation." The following goals were established:

- Maintain a continuous outdoor education, recreation and camping program for handicapped children and other special populations.
- Provide outdoor programs for the children of Indiana and work cooperatively with such organizations and agencies as schools, Boy Scouts of America, Camp Fire Girls, and American Camping Association.
- Utilize Bradford Woods as a laboratory for the preparation of professional leaders in outdoor education, recreation and camping.
- Provide resources, leadership and/or programming through the Department of Recreation and Park Administration and its staff at Bradford Woods for individuals and agencies interested in outdoor education, recreation and camping.

- Maintain a quality natural historic and cultural environment for the educational and recreational use of Bradford Woods.
- Expand research and creative activities utilizing the unique resources and special purposes of Bradford Woods.
- Operate Bradford Woods in such a manner so that it will continue to be a model for management and programming of outdoor centers throughout the country.
- Interpret and disseminate information to various publics to promote better understanding of the contribution of outdoor programs to children and adults.
- Continue to seek support from private, governmental, and appropriate sources, internal and external, to supply the necessary physical and manpower needs to implement all the aforementioned commitments.

Goals of Residential Programs

Bradford Woods offers children with a variety of disabilities the opportunities to experience the 'real', natural world first-hand. This setting is a didactic, pragmatic, living environment which permits, direct hands-on experiences structured to maximize the functioning abilities and designated interests of the campers. No where else in the life of the participant is there the opportunity for spontaneous actions-reactions, intense personal relationship, practice of self-care and daily living skills, and the freedom to realize the significance of the natural forest and beauty of the environment.

An outdoor living experience offers the child/adult a unique opportunity to interact with and adjust to other disabled campers, his or her own disability, staff and the natural and man-made environment. The level of independence achieved is determined by the individual's willingness to interact with the people, resources and environment of the setting. Because the setting is natural, an invitation is extended to each child/adult to seek out, create, test, adapt, explore, see, hear, feel, taste, and touch using personal assets and native abilities. Living in the outdoors is a 'stepping-out' process. First, it serves as a practical testing ground for practicing and supporting

rehabilitative programs. Second, it encourages the use of home-related skills permitting parents the opportunity to realize strengths and interests which might be overlooked during the daily home care process. Third, it is a bridge permitting the gap between the community and year-round living environment to be linked. And, lastly, it is a normalizing experience...all types of people and all ages participate in outdoor education, recreation and camping. Participants learn by doing, motivators and reinforcers are built into the process. Concepts and theories are replaced by facts and objective happenings. Emotions are expressed by concrete colors, shapes and sizes. Children/adults realize such social skills as sharing, cooperation, encouragement, fellowship and listening, as they interact in their groups. Physical growth and development occurs as children/adults test their endurance, strength, flexibility, and coordination during fundamental living tasks and outdoor activities.

The purpose of Bradford Woods programs for special populations is to provide, through a day, overnight, or residential program, the opportunity for experiencing an outdoor group living environment designed to enhance leisure skills and abilities, to encourage self-expression and independence, to foster interaction with the natural environment and the human community at large, and to enable the child/adult to grow as an individual and contributing group member. The following are general goals of the Bradford Woods Programs for Special populations:

- To provide each individual with positive experiences in a natural residential environment away from home that allows growth and development commensurate with each individual's functioning abilities.
- To provide each individual with the opportunity to use decision-making processes to select a variety of recreational activities according to individual preference and need.

- To assist the participant in the creative use of leisure time and to assist in skill development in those activities that are likely to have high carry-over value upon the termination of the experience.
- To provide participants with the opportunity to develop independence in activities of daily living and self-help skills through group living experiences.
- To provide participants with an opportunity to experience non-handicapped peers through integrated programming, and community-based field trips thus encouraging adjustment to societal expectations.
- To encourage self-expression, realization of individual strengths and to assist in the development of group solidarity and functioning.

Facility and Site Description

Bradford Woods is located in Morgan County, Indiana, the gateway to the rolling hills of southern Indiana. Temperatures are moderate during winter months with humid warm summers. The rural farm areas surrounding the property are the setting for several small towns such as Martinsville and Mooresville, each with a population of approximately 9,000 to 15,000. The White River flows east of the property and is a tributary of the Wabash which flows into the Ohio River at Evansville. Unique features on the property include the Sand Pits, historically used to construct molds for steel casting, and the Gold Creek area where today's campers pan for gold as the original settlers may have done. The forest is a mixture of hard and soft woods with the exception of one area in the woods near Gold Creek which is appropriately called the Pine Forest. Sycamore Creek supplies the 110 acre lake with a continuous stream of flowing water. Within ten miles of Bradford Woods is the Morgan-Monroe State Forest, a heavily wooded naturally preserved area with one access road from one entrance to the other.

Facilities at Bradford Woods include year-round, overnight and day opportunities individualized to meet educational, rehabilitation, and recrea-

tional/leisure objectives. Bradford Woods geographically serves both urban and rural areas in Indiana. Residential, day, and overnight education programs are available to all age groups from pre-school to higher education.

Camp James Whitcomb Riley

Camp Riley, which is an accredited camp in accordance with American Camping Association standards, is comprised of two units - Baxter Village and Lilly Village - each having the capacity of being used as a separate camp. The new Baxter Village is designed to serve physically handicapped populations and renovation at Lilly Village will make all portions of the camp accessible to users of wheelchairs.

The Camp Riley complex serves a total of 191 people - 95 at Baxter Village and 96 at Lilly Village.

Baxter Village. This unit is a newly completed, total electric, complex that has a dining hall with the capacity of feeding over 200 people. Each of the six lodges, designed to accommodate the physically handicapped, has a meeting room with fireplace, lavatories, showers, deck, and will accommodate 14 persons. There are also two cookout shelters, one for each group of three lodges, which allows campers to continue outdoor activities during inclement weather. In addition, a new infirmary/office complex has recently been completed and will house 11 persons when not in use for summer campers.

Baxter Village in Camp Riley is totally accessible including its waterfront facilities, pool area, and the most recently built structures - Krannert Dining Hall, infirmary, arts and crafts facility, nature hut, and amphitheater.

Lilly Village. This village has four heated cabins housing 20 persons each. Each cabin is equipped with bathrooms, showers, and meeting room with

fireplace. The dining hall and kitchen are fully equipped to serve 100 people. The infirmary is also winterized and houses 13 campers when not used as a medical facility.

Manor House

Manor House was built in 1910 and is now utilized as an educational resource center and conference facility. The large building will house 45 overnight guests and provides an excellent environment for educational and related professional and academic meetings. It includes a large dayroom with fireplace, kitchen, dining room with fireplace, library in addition to sleeping rooms and toilet/shower facilities.

Primitive Camp

The former Girl Scout Camp, Tulip Trace, acquired by Bradford Woods in April 1981, lies adjacent to the present Camp Riley. Three tent platform units, a lodge, dining hall and two cabins accommodate 75 additional campers. This area is used for overnights, cookouts, and training in outdoor living skills.

Other Areas

Additional camp facilities shared by both villages include a heated, 25 meter swimming pool, amphitheater designed for 170 people, an accessible garden plot area. The waterfront area on the 110-acre lake has a new bath house, two boat houses, dock system designed for wheelchairs with separate areas for swimming, boating, fishing, as well as two cooling shelters. Over 3 miles of trails accessible to all persons, including wheelchairs, the trail system does not exceed a 6% slope. In addition, users are free to use the miles of trail systems that extend throughout the site.

Program Description

Populations Served

Special populations. Camp Riley is designed to serve primarily the physically handicapped. Specific types of disabilities represented include: cerebral palsy, post-polio, muscular dystrophy, spina bifida, visually and hearing impaired, epilepsy, cardiac, and the multiply handicapped.

User groups coming to Bradford Woods throughout the year have included diabetic, autistic, cancer, cerebral palsy and muscular dystrophy. Additionally, weekend programs have attracted youth and adults having mental handicaps and emotional disabilities. Summer residential programs service approximately 500 youth ages 8 to 18.

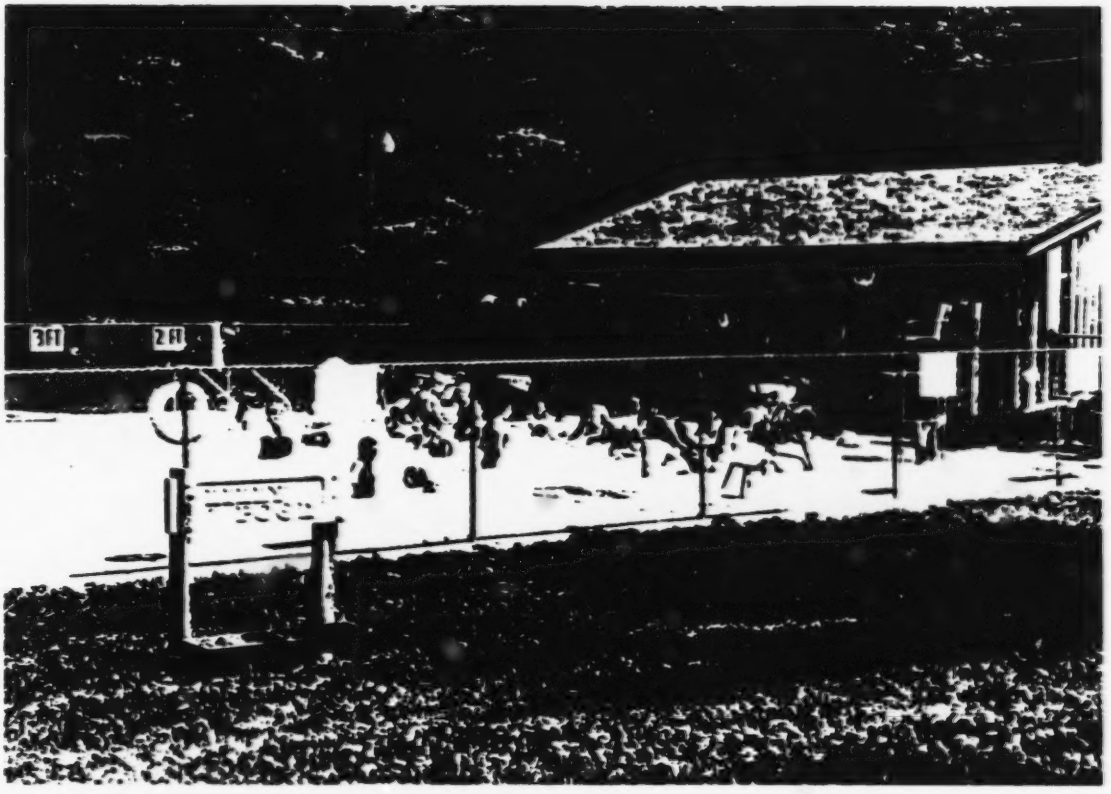
Additional populations. The Outdoor Education Program of Bradford Woods, operating from September through May serves fifth grade, 11 year olds from the surrounding school districts. Nearly 1000 children participate in either three-day, two-night or five-day, four-night residential experiences.

Approximately 25% of the school programs represented are mainstreamed by their respective school districts. Bradford Woods staff prepare teachers and parents through pre-camp meetings and by special visits to ongoing Bradford Woods programs.

Bradford Woods Programs for Persons with Disabilities

The Camp Riley facilities at Bradford Woods provide disabled individuals with opportunities to become involved in recreational, educational, and rehabilitative programs in a natural setting. All facilities are accessible to users of wheelchairs and to other persons with mobility limiting conditions.

Learning about nature



Lilly pool at Camp Riley

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Year-round opportunities that are available at Bradford Woods are as follows:

Residential programs. Our summer camping program provides some 500 campers (ages 8-80) with a one-to two-week camping experience. Programs are available for physically disabled children and adults, developmentally delayed and mentally handicapped children and adults; emotionally handicapped and learning disabled children and adults as well as aged persons with limiting conditions.

Day programs. Various school districts, group homes, etc. utilize both facilities and staff in order to provide outdoor experiences for their clientele.

Weekend programs. Recreational activities and special events are offered to handicapped persons of all ages throughout the fall, winter, and spring months. Goals, specific objectives, and methods of implementation vary with the individual program.

Sample activities that can be included in our camping and outdoor experiences:

archery
arts and crafts
gardening
nature
backpacking
canoeing
triping programs
creative dramatics
fishing
outdoor cooking
evening activities
adventure education
values building
map and compass
cross-country skiing
sledding
outside overnight camping
hayrides
photography
riflery
dancing
adventure recreation
hiking trails
music
swimming

Bradford Woods activity center

Bradford Woods Outdoor Education Programs

Outdoor education is a method of teaching and a way of learning. It serves social and education functions and is based on creative planning by teachers who use real life experiences, in the outdoors, to interpret and enrich educational areas found in the school curriculum. The basic thesis of outdoor education has been stated by L. B. Sharp, "That which can best be learned inside the classroom should there be learned; and that which can best be learned through direct experiences outside the classroom in contact with native materials and life situations, should there be learned."

Bradford Woods is entering its third decade of outdoor education programming. The specific types of offerings include:

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Resident Outdoor Programs. Resident environmental outdoor experiences provide activities designed to provide individuals with the opportunity to learn more about themselves, other people, and the environment. The social interaction of living, working, playing, and learning together is an important asset inherent in a resident camp setting.

Day Programs on a Year-Round Basis Offer:

- Nature Hikes: The natural resources communities and facilities at Bradford Woods provide a unique setting for environmental learning. Both the Illinois and Wisconsin glaciers have left their outwash here forming rolling hills, small creeks and large glacial deposits. Diverse and numerous populations of flora and fauna can be found.
- Acclimatization: Activities designed to increase conceptual learning and heighten one's appreciation of the natural world.
- Adventure-Challenge: Students participate in a series of problem-solving activities, focusing on individual and group situations relating to the democratic process, group dynamics, cooperation and physical and mental challenge.
- Map and Compass: Map and compass are the tools used in demonstrating relationships to land forms. Use of simple mathematics and personal contact with the geography of Southern Indiana will enhance the activity.
- Gold Panning: Geology and glacial movement observations center around the activity. Students will participate in the "panning" skill. A brief nature study will accompany the hike to Gold Creek.
- Community Comparison: The varied eco-systems at Bradford Woods offers an excellent chance for the students to compare the difference between lake, marsh, field and forest.
- Other Activities: A combination or adaption of the above activities can be cooperatively designed to meet individual classroom needs as expressed by the classroom teacher.

Adventure Education Programs

Bradford Woods Outdoor Education, Recreation, and Camping Center offers a unique program opportunity in Adventure Education/Recreation activities. The Bradford Woods adventure education area is composed of 12 individual and team obstacles including the 9' beam, 12' wall, meat grinder, wild woozie, all

aboard, electric fence, swinging tires, and an individual course. Each of these obstacles is designed to elicit communication, cooperation and trust among the participants.

Team cooperation in adventure activities

Each team is composed of between 8 to 10 members and is guided through the course by a qualified instructor. Many of the obstacles require team decision-making and total participation by the group in order to achieve success. Other obstacles are designed to challenge individual strength, agility and balance. Each team member is encouraged to participate to his fullest measure and to foster a spirit of care and responsibility for group safety while on the course.

In addition to the permanent obstacles, Bradford Woods staff have a repertoire of over 20 portable initiatives that can be incorporated into a program.

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By varying the rules, obstacle and initiative selection and leadership focus, the Bradford Woods staff can utilize the initiatives and obstacles to meet the following primary goals:

- enhance team-building and communication skills
- foster the development of staff-youth (client) relationships
- enhance self-confidence of individual team members
- provide a challenging recreation experience
- provide an atmosphere for exploring and discussing group dynamics
- identify and deal positively with individual fears, strengths, and weaknesses, i.e., physical differences-height, weight, strength; skills-listening, leadership, decision-making, self-expression; emotions-fears, lack of trust, joy

With all of the available programs at Bradford Woods, effort is made to develop an experience designed to enable carry-over value and continuous experiences which may be incorporated into the on-going education programs and/or special curriculums or settings. Support staff and parents as well as members of educational and medical teams provide input during pre and post training and evaluation sessions.

Administrative Structure

There are 13 full-time Bradford Woods staff with one full-time person employed as Coordinator of Special Populations Programs and one as Coordinator of Outdoor Education Programs. Throughout the year, part-time personnel and casual staff are hired for kitchen, maintenance, counseling, and weekend supervision. Included in the category of part-time staff are outdoor education and recreation interns and therapeutic recreation interns, Indiana University associate instructors and graduate assistants, and medical personnel.

The number of personnel employed varies with the season and the programs in session. During the summer, a total of 70-75 seasonal employees are hired

as counselors, program directors and activity specialists. Additionally, support staff include maintenance, transportation, kitchen and secretarial assistance. Internships are available to 4-6 BA/MS students in outdoor education, recreation and therapeutic recreation during the summer program. Fall, winter, and spring programs allow for 5-10 interns as well as casual weekend staff and the school teachers who participate with their respective school's outdoor education programs. Approximately 25-50 part-time personnel are involved in these programs.

Leadership Training Programs (special populations focus)

Project TORCH. (Funded by the Bureau of Education for the Handicapped.) The ultimate goal of the project was in-service training in special education and the natural environment. The project is designed to provide teachers of handicapped children, parents and/or volunteers with competencies in outdoor recreation and camping that can be integrated into the severely handicapped child's regular school program. The in-service training (and program demonstration) will additionally prepare these persons for employment in other camping and outdoor recreation settings serving handicapped children.

Graduate and undergraduate courses. Courses are offered through the Department of Recreation and Park Administration, Indiana University and the Division of Continuing Studies and taught on-site at Bradford Woods. Courses included are: Camp Counseling for Special Population Camps; Therapeutic Camping and Outdoor Education for the Handicapped.

Conferences, workshops, and seminars. These are sponsored by Bradford Woods, university organizations or state, regional and national organizations. Examples include:

- Indiana Therapeutic Recreation Society Conference
- Institute on Innovations in Camping and Outdoor Education with Persons who are Disabled
- Grantwriting and Grantsmanship in Outdoor Education/Camping with the Handicapped
- Adventure Education and the Handicapped

Training - summer residential programs. Pre-camp: All staff members are required to attend a one-week pre-camp training orientation session preceeding the opening of the regular camping season. The goals are as follows:

- To demonstrate a knowledge of the nature and purpose of Bradford Woods
- To demonstrate a knowledge of personnel policies and camp procedures and organization
- To demonstrate knowledge of the values of an outdoor setting
- To demonstrate an ability to conduct camp programs
- To demonstrate an ability to work with Bradford Woods staff
- To demonstrate a knowledge of the various disabilities served in the residential programs
- To demonstrate an ability to implement health and safety and emergency procedures

In-service. A program of in-service training is provided throughout the summer. All staff members play an active role in providing instruction in their areas of expertise, i.e., the aquatics specialist may elect to develop a course in water safety. Additional programs conducted include camper discipline, management, "burnout", expression of anger, systematic programming. This training will enable a staff member to function more successfully in the position assigned.

Staff meetings. Following the departure of campers each session the staff complete the closing day procedures and participate in a staff meeting.

The intent of the staff meetings is to facilitate the communication process for the benefit of camper involvement in the program. Specifically, the administration staff presents information on special guests or events, procedural matters, schedule adjustments, and camper needs. Concerns that arise between staff meetings are channeled through the appropriate staff.

Funding

As an auxiliary budget of Indiana University, 25% of the funding for the Center is public monies. Additional sources of income include user fees, contributions, grants and support from the Bradford Woods Heritage Fund. User fees are prorated by area occupied, i.e., Manor House, Primitive Camping Area, and sleeping accommodations. Major donations have come from the Baxter Foundation, Lilly Endowment and the Krannert Foundation. Current yearly operating budget is approximately $500,000.

Additional information on the Bradford Woods Outdoor Education Recreation and Camping Center can be obtained by contacting:

Director
Bradford Woods
5040 State Road 67 North
Martinsville, IN 46151

(317) 342-2915

Boy on Snowshoes

CAMP CONFIDENCE

Brainerd, Minnesota

by Lynn Patterson
Program Director

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Introduction

In December, 1967, a group of Brainerd, Minnesota businessmen under the direction of Dick Endres, Camp Confidence founder and director, formed a non-profit corporation called the Northern Minnesota Therapeutic Camp, Inc. The purpose of this corporation was to provide a year-round camp and outdoor education facility for mentally handicapped citizens of Minnesota. One hundred forty acres of forest land on Sylvan Lake were purchased in April, 1969.

Facility development was the primary goal during the first two years of the camp's existence. Eight day camp sites were prepared, each with an oak tent pad, a 10 x 13 wall tent with cots, picnic tables, and a cooking fireplace. The local Army Reserve unit built the main road into the property, developed the waterfront, and cleared and graded the ski hill. Programming centered around day camping activities, with seasonal activities and overnight camping during the summer. The first campers came primarily from Brainerd State Hospital.

Additional support permitted further facility development and an increase in program staff and services. In 1972, a grant from the Bush Foundation of St. Paul enabled Camp Confidence to expand its programming and services through the addition of professional program staff. Year-round cabins were built with grants from the Burlington Northern (1973) and the Blandin Foundations (1978). Program staff and equipment were added with seed money grants from the Developmental Disabilities Act (1973) and CETA (1976-1978).

Campers usage has increased. In 1971, 400 mentally handicapped people from one local agency visited Camp Confidence. By 1980, over 2,700 campers

from 130 different agencies throughout the state adventured at Camp Confidence.

Program Purpose and Goals

The goals of Camp Confidence are: to enhance the individual's social adjustment, to enhance the individual's feelings of self-worth and self-confidence and to develop consideration of others.

Through participation in outdoor activities that emphasize "learning by doing", the handicapped individual is provided the opportunity to maximize learning through use of a variety of senses/modalities. In addition, "hands-on" outdoor activities provide motivating, fun learning experiences.

Group of skiers waxing their skis

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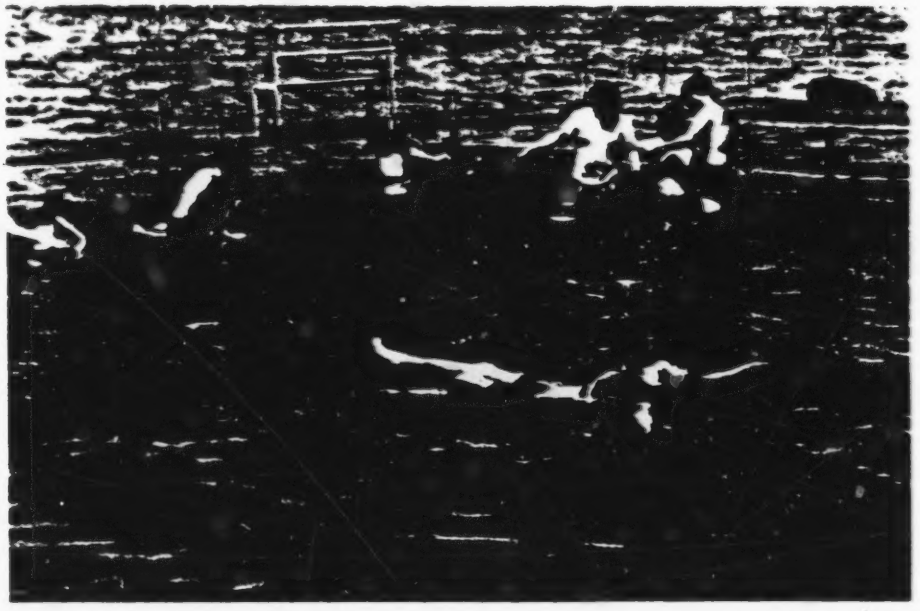
Facility and Site Description

Camp Confidence is located in North Central Minnesota in the Pine Beach area, a year-round resort community near Brainerd. The camp property consists of 140 acres of mixed hardwood forest with several hills, small ponds, and marshes. There is a half mile of frontage on Lake Sylvan, an 800-acre freshwater lake.



Swimmers in the Water

The land for Camp Confidence was purchased in 1969 with facility development beginning at that time. Facilities in use as of 1981 included:

- Four year-round cabins, each accommodating eight to twelve people.
- Ski chalet with nature crafts center, library, and bathrooms.
- Two summer cottages.

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- Dormitory for student interns.
- Vocational training shop and classroom.
- Main waterfront with sand beach, swimming dock, and diving raft.
- Boat marina with permanent dockage for seven pontoon boats.
- Year-round washhouse with toilets and showers.
- Four-acre nature playground.
- Four-acre wildlife sanctuary stocked with birds and animals.
- Ski hill with two electric rope tows.
- Skating rink with warming house.
- A ten campsite tent camping area.
- Day camping area with grills and tables.
- Two screened picnic shelters with fireplaces.
- Miles of nature trails and cross-country ski trails.
- Fifteen hundred feet of wheelchair sidewalks in the main camp area providing for accessibility of cabins, day campsites, tent campsites, and beach area.
- Four fish houses, each with four holes, stove, and tackle.
- Archery range.
- Eighty-acre wilderness camping and backpack area.
- Pioneer camp with two log cabins and shelter.
- Maintenance yard with garage and pole barn.

Program Description

Program Participants

Camp Confidence serves mentally handicapped persons of all ages. Campers include residents of Brainerd State Hospital, students from public and private schools, members of special scout troops, residents of group homes, participants from development achievement centers and rehabilitation work-

shops, and handicapped persons from individual families. The agency or family must provide food, transportation, and counseling staff for the camper(s). Each year approximately 2,700 campers accompanied by over 1,000 staff attend camp.

Group sliding on inner tube

Camp Confidence does not have a staff of counselors available to campers. Rather the person(s) who "bring" the camper(s) to camp serve as the counselor(s), thus enabling the handicapped individual to interact with a familiar person. Prior to the camp experience, counselors are provided with a comprehensive planning guide, "Adventure with Confidence." This guide contains directions for outdoor activities, ideas for facility utilization, scheduling suggestions, and information concerning available camp equipment and resources. In addition, counselors involve the campers in pre-camp

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activities such as menu planning, determining/purchasing necessary clothing and equipment, and planning for transportation.

Cross Country Skiers in Woods

While Camp Confidence staff does not include counselors, program specialists and student interns are available to develop and modify outdoor education activities for use by the camping groups. Although these specialists may lead activities and teach skills to the campers, their primary role is to work with the counselors. They assist the counselors with planning activities, introduce them to new recreational/camping skills, such as cooking on an open fire or downhill skiing, and host the visit.

Day and Residential Camping

Camp Confidence is designed to accommodate groups for day camping.

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Groups come in the morning and stay until late afternoon or evening. They may bring picnic lunches or cook outdoors. Campers participate in seasonal activities, led by Confidence staff, or in counselor directed activities. Group size is small, with at least one counselor/staff member for every five campers.

Residential camping consists of two to three day programs. Again, the ratio of staff/counselors to campers remains small.

Ice Skaters

Program activities. The program staff of Camp Confidence has developed new outdoor activities and adapted old ones to incorporate in the day and residential programs. Program activities include:

- Outdoor cooking.
- Maple Sugar Festival in April, including activities such as tapping the trees, collecting the sap, gathering firewood, and boiling the sap.

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- Nature arts and crafts.
- Kite flying.
- Fishing, including digging for bait and cleaning and cooking the fish.
- Use of the four acre nature playground with playground apparatus constructed of native materials - oak logs, jack pine slabs, and rough sawn pine boards. The playground has several tree houses. A 40 foot swinging bridge, a climbing web made from a cargo net, an obstacle course with a climbing stile, stumps for stepping stones, climbing ladders, a rope swing, a 15 foot Indian teepee, a 57 piece log cabin that can be dismantled and reconstructed, and a caboose that serves as a clubhouse.
- Seasonal sports and recreational activities - waterskiing, canoeing, swimming, sailing, fishing, downhill skiing, cross-country skiing, snowshoeing, snowtubing, broomballing, skating, tobogganing, and snowboarding.

Girl on Swinging Bridge

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Winter Cookout, Shish Kabob

Downhill Skier

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The staff assists in adapting activities to meet the varying ability levels of the campers. Emphasis is placed upon learning the basic skills of an activity. However, campers are encouraged to advance their skill level. For example, after a group of campers has learned to cross-country ski, the group may then take a ski trip to an outpost camp.

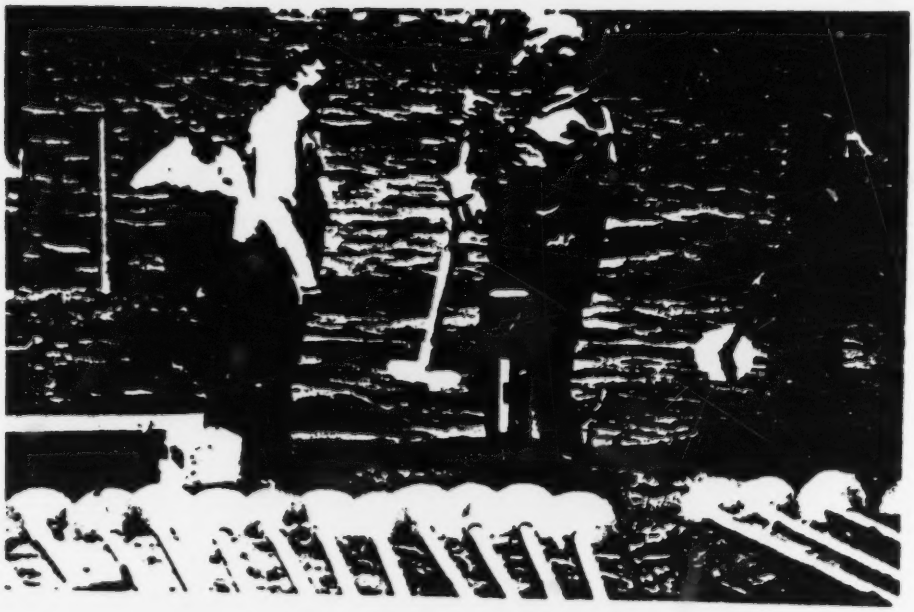
Vocational Training Program

In addition to providing day and resident camping opportunities Camp Confidence sponsors a secondary vocational training program in cooperation with the local school district. Special needs students from Brainerd High School can enroll in a course called Resort and Recreation Occupations. This course provides the camp with extra maintenance and groundskeeping help and gives the students valuable work-study training. Under the guidance of a full-time instructor, the students learn the basics of landscaping, maintenance, small engine repair, power and hand tool usage, groundskeeping, gardening, marina and bait shop operation, outdoor sports, and camping. They also develop social skills and work habits.

Training

Camp Confidence offers annual workshops on outdoor education and camping. Camp Confidence also provides pre-service training for students in the fields of special education, recreation, and physical education. Internships can be arranged for college students. This provides the camp with supplemental program staff and gives students educational opportunities in a practical setting. They are able to develop knowledge and skills in working with mentally handicapped persons, in planning and conducting a variety of outdoor education and recreation activities, and in assisting with the total operation of a non-profit corporation.

Group Assembling Small Log Structure



Students Assembling Dock

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Administrative Structure

Staff

Eight full-time staff are employed at Camp Confidence: a director, assistant director, secretary, maintenance man, and four program specialists. The program staff is supplemented by two to four part-time seasonal program assistants and one to three college students on internships.

The four full-time program specialists have degrees in therapeutic recreation, and each has from two to ten years experience in the field. The seasonal program assistants are college students who are majoring in recreation, special education, or physical education. The student interns are majoring in either recreation or physical education.

The program staff is encouraged to attend training sessions to improve their skills. Over the past years, they have been sponsored as regular participants at conventions, conferences, and workshops conducted by outdoor learning centers, the Red Cross, various colleges and universities, the New Games Foundation, the National Park and Recreation Association, the American Alliance for Health, Physical Education, Recreation, and Dance, and the American Camping Association.

Board of Directors

Camp Confidence is owned and operated by a non-profit corporation, the Minnesota Therapeutic Camp, Inc. This corporation is governed by a twenty member board of directors. Each of these directors serves for an elected three-year term. The board supervises the operations of Camp Confidence with primary emphasis upon fiscal matters: budget, fund raising, and endowment funding.

Funding

The year-round camping and outdoor education services of Camp Confidence are provided free of charge to the users. The annual operating budget is in excess of $180,000. In order to finance this company which "gives away" its products, a diverse base of financial support has been developed. Sources of funding for Confidence include: foundation grants, service and fraternal organizations, business and industry, promotions, United Way Funds from communities throughout the state, and individual contributors.

Local, regional, and statewide annual promotions make significant contributions to Camp Confidence. A local sports club conducts a raquetball tournament each spring which nets about $3,000. Several snowmobile clubs have pledge rides raising several thousand dollars each winter. The Knights of Columbus have a statewide Tootsie Roll Weekend with Confidence as one of the recipients of funds raised. The Minnesota Restaurant Association sponsors a statewide Coffee Day each February with Camp Confidence receiving over $20,000 each year. The Minnesota Fraternal Order of Eagles has a telethon which presents the camp with about $25,000 annually. A Celebrity Golf Tournament is also held annually. The first tournament was held in 1974 with $17,000 being raised. By 1981, the total funds raised through the golf tournaments was over a quarter of a million dollars. Aside from the necessary funding, the promotional events provide media publicity for Camp Confidence.

An endowment fund, the Camp Confidence Foundation Trust, has been established to assure sustaining financial support for the continuation and further development of the camp. Only the interest earned through this trust is used for camp expenses. The trust is administered and promoted by a fifteen member board, separate from the corporation board.

Additional information about the Camp Confidence program can be obtained by contacting the:

Program Director
Camp Confidence
Brainerd, Minnesota 56401

(218)829-7830

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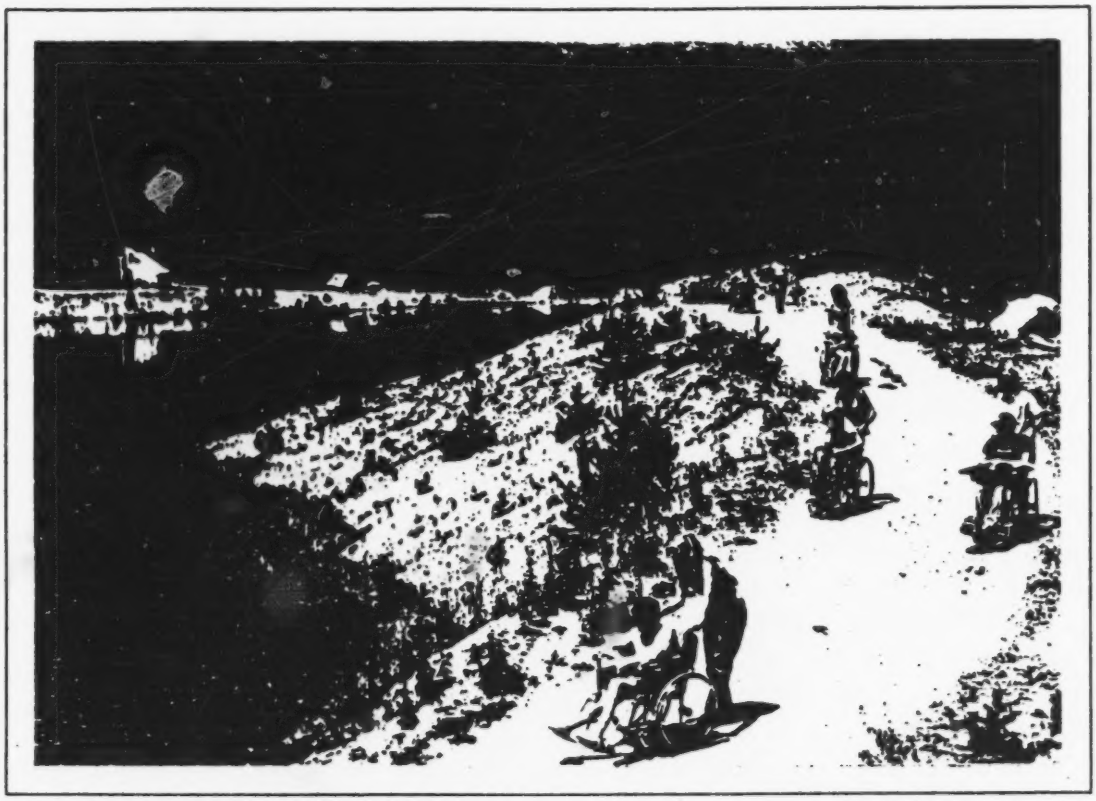

Wheelchair campers circle the COECH beaver pond.
The COECH cabin can be seen in the background.

Photo Credits: Courtesy of James Cook

COLORADO OUTDOOR EDUCATION CENTER FOR THE HANDICAPPED

Breckenridge, Colorado

by Nancy McKinley
Freelance Writer

Bruce Werber
Executive Director

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Introduction

The Colorado Outdoor Education Center for the Handicapped (COECH) is located on 38 acres of wooded mountain land leased from the town of Breckenridge, Colorado. The picturesque headquarters for the COECH is a rustic lodge which overlooks a mountain lake.

The private, non-profit, Colorado corporation was established in 1976 to respond to the needs of physically and developmentally disabled people through therapeutic wilderness experiences. More than 2500 young people and adults participate in COECH courses each year. The Center was originally modelled from a "health sports" center in Beitostolen, Norway and the Outward Bound School Programs. Both organizations utilize involvement in the wilderness environment as a therapeutic intervention.

Again and again, disabled students have been challenged by the problems of the wilderness and have grown through successfully meeting these challenges. Pride in such physical, mental, and emotional achievements may carry over into their everyday lives - making a difference in the way they view themselves, their peers, and the world around them.

At the COECH, staff and students learn from each other through small group encounters with the environment. As they "learn by doing", students acquire a greater awareness and appreciation of natural surroundings.

Program Purpose and Goals

The goal of the COECH is to reduce physical and social isolation and to increase the independence skills of physically and developmentally disabled

people. The COECH enables the disabled to experience conditions, patterns, and activities in the wilderness that are as close as possible to the patterns in the mainstream of society. The learners are placed in an environment that makes learning relevant and feedback immediate. They learn through action rather than just dialogue.

Secured by a tether, a student successfully traverses a ski slope.

Students are provided with experiences through which they can learn the basic skills of specific outdoor activities. Through participation in these activities, students may acquire problem solving and decision making skills, gain an awareness of and appreciation for the wilderness environment, understand the need for cooperation with others and become more responsive to the needs of

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others, and develop a sense of responsibility and self-reliance.

Staff and students engage in many meaningful conversations while experiencing the magic of the mountains.

COECH training and experience allow students to take risks, make their own decisions, and do all they can for themselves. The COECH attempts to advance the quality of life for the disabled by teaching skills that enable them to experience life in the wilderness. The COECH seeks to create positive attitudes toward learning and help students develop interests that can be enjoyed during an entire lifetime, and above all, to assist students in having more control over their own lives by acquiring a greater sense of themselves.

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The short term goal of outdoor programming for the disabled at COECH is to enhance recreational skills and increase participation in recreational activities. However, the long term goal is to deal with the self-fulfilling prophecies and low expectations that institutional decision makers, workers, parents, educators, potential employers, the general public, and the disabled themselves often have. Many disabled people can succeed and be independent given the opportunity and support.

Facility and Site Description

The COECH courses are base camped from the center's two rustic 2,000 square foot lodges which are located at 10,000 feet on a 38-acre parcel of land leased from the town of Breckenridge for $1.00 per year. The lodges are situated next to a small lake that is used for fishing and nature studies. The site has a variety of alpine vegetation, beaver ponds, streams, 22 miles of hiking and cross-country ski trails, wheelchair natural trails, and a spectacular view of the Ten Mile Range.

The lodges are equipped with gas stoves for cooking and wood stoves for heating but have no running water or electricity. Wooded ramps make the outdoors and outhouses wheelchair accessible. The large outhouses are some of the few in the country designed for wheelchair use. The outhouses also have small heaters so that persons requiring extra hygiene time remain comfortable.

The cabins have a kitchen, dining room, student sleeping room (with beds), staff room, food/equipment storage area, outside deck, and outhouses. The COECH also utilizes surrounding recreation areas. Occasionally groups travel to nearby ski areas, mountains, and hiking trails.

Program Description

Program Participants

The COECH has served students with varying abilities and limitations - professionals and college students, blind, deaf-blind, spinal injured, spina bifida, cerebral palsy, post polio, asthmatic, tubercular, autistic, multiply handicapped, arthritic, multiple sclerosis, muscular dystrophy, emotionally disturbed, and developmentally disabled. The COECH now serves 2,500 people per year. Student's ages range from 4 to 76 years. Courses are for 6-8 students with a staff ratio of 1:3 and often 1:1 depending on the students' handicapping condition.

A blind paraplegic is guided down the slope as he learns to respond to verbal directions.

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Program Activities

The COECH does not mainstream the outdoor education program. Specifically, the COECH provides one to ten day wilderness courses year-round. Courses include cross-country skiing, sled skiing, snow shoeing, backpacking, hiking, rock climbing, mountaineering, horseback riding, fishing, and rafting. Disabled students progress through a series of challenges designed to stress them, but also designed to guarantee their success. Through the success of outdoor experiences, disabled people are encouraged to be more independent and self-sufficient in their daily lives. The courses also include "New Games", team building, communication skills, outdoor cooking, first aid, outdoor ecology studies, orienteering, and many opportunities to develop group and individual social skills.

Program Preparation

As part of the pre-planning activities for students, Bruce Werber, Executive Director, presents a slide show and lecture which orients the student and chaperone to the outdoor experience. A COECH policy requires that several chaperones from the agency or school accompany groups of disabled students. With the accompaniment of persons whom the student sees everyday, the student may feel more comfortable and the adjustment period is often easier. The COECH also sends written materials before the courses, which include clothing/equipment lists, permission slips, and course outlines. After each course, course directors and instructors write student evaluations which are then forwarded to the sending institutions and chaperones.

Program Follow-up and Completion Procedures

The chaperones serve to reinforce what the students have accomplished and learned after they leave the center. The chaperones can remind the students

of what they did in the mountain environment and continue to enhance the student's self-confidence.

Certificates of completion are given to all participants in the COECH programs. A photograph of the student completing a wilderness skill (i.e., setting up a tent, carrying a backpack, cooking on a camp stove, etc.) is attached to the certificate.

An eager student prepares to go trout fishing.

Professional Training Courses

The COECH constantly strives to reinforce the idea that disabled people can control their own lives and be productive and successful persons.

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Therefore, the Center sponsors seven day professional training courses to disseminate this program concept. The goal of the course is to provide professionals and paraprofessionals from agencies, schools, institutions and groups, the skills to return to their settings and begin programs with clients. The COECH is one of the few centers in the country that provides such a training course. The training courses stress ways to work with disabled people in a wilderness setting. The seven day course offers experience in hiking, backpacking, skiing, sledding, rock climbing, ropes course, New Games, safety procedures, wheelchair camping, and emergency procedures. The last two or three days of the course coincide with one of the disabled student sessions so that the participants can gain practical application of newly acquired skills. Occasionally, parents, friends, or spouses of a student join a course so as to continue the process after the program has ended.

Program Recognition

The Center has begun to receive extensive national attention in the media (Games People Play - NBC; "PM Magazine" - Group W; ABC Captioned News - PBS, NY Times; LA Times: Denver Post; Chicago Sunday Times and many more). The media attention serves to inform both nondisabled and disabled persons that people who are disabled can be successful in outdoor activities if they choose to be, with support and training.

Administrative Structure

The COECH employs an executive director, a program director, and an office manager on a year-round basis. One senior course director and two additional course directors are employed on a seasonal basis. Other seasonal employees include three instructors, four interns, one maintenance supervisor/instructor,

and two trail crew workers.

Staff members come from a variety of backgrounds. Employees evidence a keen sensitivity and perceptive talent for working with physically and mentally disabled children and adults. Staff members are well oriented to the wilderness. All staff members hold undergraduate degrees in areas ranging from special education, to recreation, psychology, sociology, and physical education. Many are pursuing or hold masters or doctorates.

Staff training programs are an integral part of the COECH program. At the beginning of each session, four days are devoted to the review and orientation of the following: safety, emergency training, search and rescue, avalanches, disabilities, equipment, map and compass reading, trails, program information, administrative forms, and specific wilderness skills. Additional training sessions are held once a month. Each of the preceding areas are explored with emphasis placed on the various needs of the handicapped.

Strict safety standards are maintained throughout all COECH courses in compliance with the COECH safety policy. All COECH professional staff are fully trained for safety procedures, emergency wilderness care, search and rescue, and are under control of experienced field supervisors. Since its beginning in 1976, the COECH has not had a major injury.

The COECH is a private, non-profit, Colorado corporation, and designated as 501(c)3. The COECH is governed by a 17 member, volunteer board. The Board of Directors is in charge of making and governing policy. Board duties include setting the budget, establishing a philosophy, evaluating goals, and assisting with all policies.

Professionals on a week long backpaking trip gather for dinner. They are practicing their newly acquired wilderness skills with a group of developmentally disabled students.

Funding

Funding for the COECH comes from a variety of sources: user fees, private foundations, industries, donations from private individuals/clubs, and from a Department of Labor training contract. The COECH does not conduct any direct fund raising activities. Donations come from direct mail or by proposal. The current operating budget is $160,000.

For additional information regarding the Colorado Outdoor Education Center for the Handicapped contact:

Executive Director
P.O. Box 697
Breckenridge, Colorado 80424

(303) 453-6422

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Photo Credits: Courtesy of Courage Center

COURAGE CENTER OUTDOOR EDUCATION PROGRAMS

Golden Valley, Minnesota

by Roger Upcraft
Coordinator, Camping Services

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Introduction

Courage Center is an umbrella organization providing rehabilitation, recreation, camping, and advocacy services to disabled populations in Minnesota and surrounding states. It is a private, non-profit, tax-exempt organization dedicated to enhancing the opportunities for disabled populations through the Upper Midwest.

Courage Center's camping program began in 1938, utilizing facilities on the St. Croix River. In 1955, Courage Center's first residential camp, Camp Courage, was built at Maple Lake which is approximately 50 miles west of the Minneapolis-St. Paul area. The camp was divided into two units in 1966 with the addition of a second complete camping unit for speech and hearing impaired campers. The original unit was devoted to physically handicapped and visually impaired children and adults. Over the years, the site has evolved into a multiple use recreation area covering 275 acres, with lakeshore on two lakes, two beaches, two islands, and 35 buildings.

In 1970, the camping program was enhanced with the donation of the site of Camp Courage North, located on Lake George in northern Minnesota. With the addition of six cabins and a dining hall, this accessible site now accommodates 48 hearing impaired campers per session in a deaf leadership program and is also used for resident camping for physically handicapped adults.

Program Purpose and Goals

Camp Courage and Courage North offer specialized programs designed to broaden each camper's experiences. Through these programs, many campers

Courtesy of Camp Courage

Best friends

Courtesy of Camp Courage

A camper and counselor share a special moment

Courtesy of Camp Courage

Campers make new friends

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discover new interests, hobbies, or physical activities they can pursue at home, providing them with the opportunity to improve their skills in certain activities and enhance their self-concept. The Camp Courage program allows disabled children and adults to engage in a vigorous outdoor educational program that enables them to test the limits of their abilities and learn the skills and adaptations necessary to engage in the same outdoor recreational experiences as nondisabled persons. Not only does the outdoor program encourage an appreciation of outdoor activities and environmental concerns, but it also provides campers with activities that may enhance self-reliance and independent living skills.

The main goal for children in the Speech and Hearing Camping Unit is to provide an object-based, wide-range language experience. The program allows children to improve communication skills through individual clinical work with Master's level speech clinicians and by having everyday camp experiences related to them in an overall language context by staff. In this manner, campers receive a much more intensive communication development experience.

Secondary to the goal of communication development, is the objective of camper socialization. By participating in group and individual exercises, campers' skills in cooperation and responsibility as well as such basic things as appropriate behavior are enhanced.

The goals of the Physically Handicapped Unit are to expand the recreational awareness and horizons of physically disabled campers, increase understanding and knowledge of available recreational resources, and introduce campers to lifetime activities in which they can participate in their home setting. Active participation in physical activities not only enhances the physical condition and abilities of the camper, but may also lead to improved self image. Campers are encouraged to do all they can for them-

selves and to participate rather than watch.

The Courage North program emphasizes leadership training in adventure and risk activities. The goal of the program is to allow hearing impaired children and teenagers, as well as physically disabled adults, to take responsibility for much of the management and organization of the camp program. To a large degree, camper councils oversee camp programming and individual behavior. Campers are responsible to their peers in the same way that adults are responsible to their peers in mainstreamed society. Through a unique system of camp credit, participants can earn special privileges or be penalized for failure to abide by rules. This system provides immediate reinforcement for the development of responsible attitudes toward one's own activities and one's interactions with the social group. Campers who show qualities of leadership also have the option to return to the program in a staff capacity, thus providing a specific goal for campers to work toward in developing skills and personal leadership qualities.

Facility and Site Description

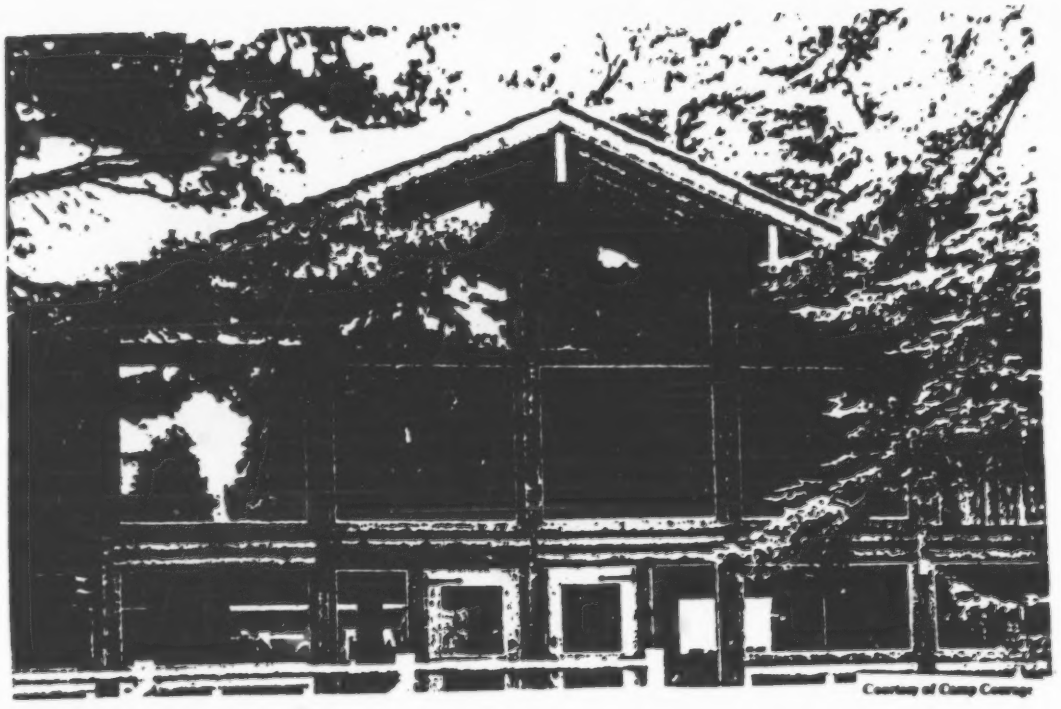
Camp Courage

Located on 4,600 feet of lakeshore on Cedar Lake, Camp Courage encompasses a wide variety of natural terrain and topographical features. The setting includes climax forest, cultivated farmland, marshlands, meadow, and prairie. The variety and natural setting allow a wide range of environmental education activities.

There are two separate camp units, one for physically handicapped and one for speech and/or hearing impaired. Each unit includes a dining/recreation hall complex, six camper cabins, a craft shop, and nature den. In addition, the inter-camp area includes an activities building with photo lab,

Courtesy of Camp Courage

A flower brings a smile.



Courtesy of Camp Courage

Facility at Camp Courage

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radio station, wood shop, ceramic shop, and lapidary shop, a central administration building housing offices, a library museum, a campcraft area, and a gymnasium/recreation complex including a full-sized indoor, heated swimming pool. Professional activities are housed in the speech clinical building which includes office space and therapy rooms for the speech clinicians who provide the individual communication work with the campers in the Speech and Hearing Unit. Each unit in the camp has its own beach for swimming, pontooning, power boating, sailing, or canoeing. An extensive network of nature trails allows access to the many different terrain features. The site also accommodates a farm, riding program, greenhouse, and nursery.

The Camp Courage site has been adapted for use by physically handicapped populations. All buildings have ramps and ground level entrances. Asphalt paths allow easy transportation between the various areas of camp. Wherever the topography allows, there are no slopes over one foot in twelve. In order to assist with accessibility in certain specialized program areas, structural modifications have been made. For instance, the camp swimming pool has a ramp and special chairs for non-ambulatory campers to enter and leave the pool. The camp riding ring includes a ramp and platform for wheelchair-bound and mobility impaired campers to mount horses. A bus with a lift and special ramped trailers are used for camper transportation to off-camp areas or areas farther away than convenient wheelchair distance on the camp grounds. Extra large pontoon boats at dock level allow wheelchair-bound campers access to boating activities without having to leave their chairs. All camp buildings have wide doors to accommodate wheelchairs and bathrooms have adapted equipment for the physically handicapped, including grab bars, rollunder sinks, adapted faucet fixtures, and wheelchair-high toilets.

Courage North

Located on 1,400 feet of shoreline on Lake George in northern Minnesota, Courage North, the newest Courage Center camping program, is dedicated to deaf and hearing impaired leadership training and outdoor adventure. The campsite is located on 95 acres of pine forest. Because of a recent construction program, Courage North has six new cabins and a new dining hall/ recreation center, all of log construction.

As with the Camp Courage site, efforts have been made to make the area accessible for campers with physical disabilities. All buildings have ground level entrances and ramps where appropriate. Asphalt paths are used to connect all the various areas of the camp. The new construction includes extra-wide doors for wheelchairs and adapted equipment in bathrooms and living areas.

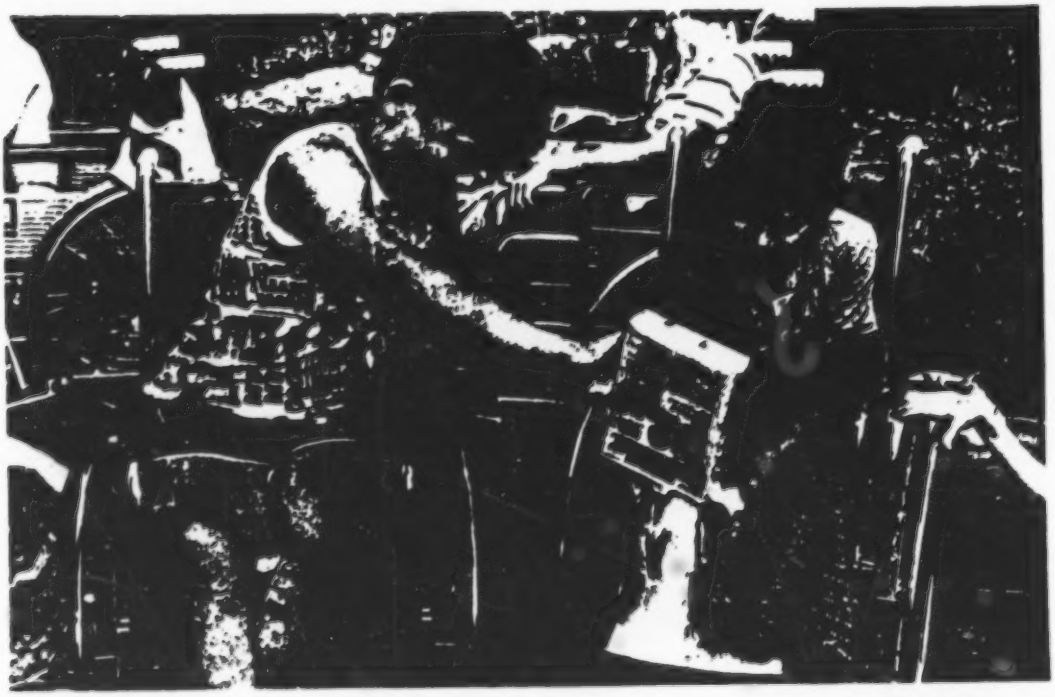
Program Description

Summer Program

The Courage Center outdoor education programs serve a variety of populations. During the summer, the Physically Handicapped Unit offers twelve weeks of camping sessions for campers ages seven through adult, who are physically handicapped or visually impaired. The Speech and Hearing Unit offers ten weeks of clinical speech sessions for children ages seven through thirteen, plus two special pilot program sessions of one week each in which new camping groups and programs are tried. The Courage North Deaf Leadership program offers an eight week program for hearing impaired children ages eight through seventeen, plus a two-week program for physically handicapped adults. These are all resident camping programs for similarly aged children and adults.

A camper swings into action

Camp Courage horse stables



Campers working together

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A camper visits the greenhouse.

Courtesy of Camp Courage

A fisherman cleans his catch.

Courtesy of Camp Courage

Horseback riding at Camp Courage

Courtesy of Camp Courage

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Non-Summer Programs

In addition to the summer programs, there are numerous off-season programs aimed toward specific Courage Center groups and non-organizational groups. Organizations dealing with special populations frequently utilize the facility for retreats and camping sessions during the non-summer seasons. These organizational camps include an education camp for physically disabled radio operators, language camps for speech impaired school children, and recreational camps for specific disability groups such as Muscular Dystrophy and Multiple Sclerosis, etc.

Courage Center offers its own alternate season outdoor education programming. These programs are generally with smaller groups, more flexible to seasonal activities and include some mainstreamed groups. Courage Center sponsors weekend camping programs for physically disabled populations, ages seven through adult, plus special family camping opportunities in which families with handicapped members utilize the accessible camp facilities and program staff expertise for vacations and education programs in the outdoors. The camp is also utilized by professional groups dealing in areas relevant to special populations, such as governmental seminars and educational group conferences.

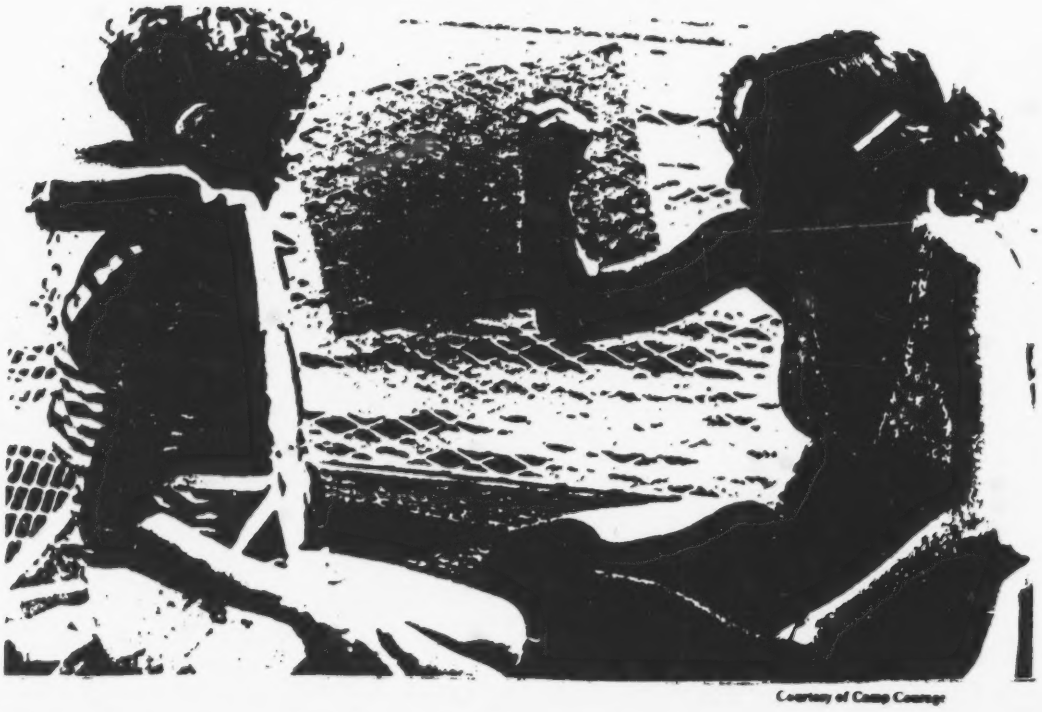
In 1981, the Camp Courage facility was made available for school related outdoor and environmental education programming for regular classrooms, special classes, and mainstreamed groups. A typical example of this type of programming is the Outdoor Education and Language Stimulation Camp for children in speech therapy in the public schools.

Session lengths for the groups vary depending on the objectives of the program and the season of the year. The extremes range from a four-week session for clinical speech activities during the summer with speech and hearing impaired children, to weekend retreats for physically disabled

adults during the winter. Adapted programming for special populations is offered throughout the year on a full or part-time basis. The following lists some of the outdoor and environmental education activities available to participants throughout the year in the Courage Center outdoor recreation programs:

Outdoor Education	Environmental Education	
snowshoeing	pond studies	nature photography
cross-country skiing	dendrology	basketweaving
fishing/ice fishing	marsh ecology	camp zoo/farm zoo
ice skating	horticulture	wild flower garden
horseback riding	forestry	wild edible plants
canoeing	prairie environment	island studies
sailing	lake succession	climax forest
swimming	wildlife studies	pioneer species
riflery/archery	astronomy	wetlands
sports	bee keeping	weather station
orienteering	greenhouse projects	turtle races
trailblazing	nursery/orchard	birds
winter camping/camping skills	gardening	animal track signs
snow shelters	museum	food chain game
survival skills		
outdoor cooking		
archaeology		

Each of the programs offered at Camp Courage are oriented toward the needs of the special populations served. Equipment adaptations are employed where necessary. Activities are oriented toward providing educational as well as recreational content, i.e. communication is emphasized in activities with



Courtesy of Camp Courage

Sign language is used to communicate.

speech and hearing impaired; activities with physically handicapped participants encourage increased range of motion and improvement of physical capabilities.

The amount of pre-planning and follow-up with camp programs depends on the population being served. On one extreme, the speech camp acceptance procedures involve the collection of extensive amounts of material from speech clinicians, social workers, school psychologists, and teachers, regarding the camper's needs and goals in his or her current speech program. This data is used by the speech clinician to plan the participant's camp goals and objectives and the programs used to accomplish these goals and objectives. Before the session, this information is also disseminated among the other camp staff, so that a comprehensive approach toward the camper's goals can be employed. Following the camper's stay, reports of progress,

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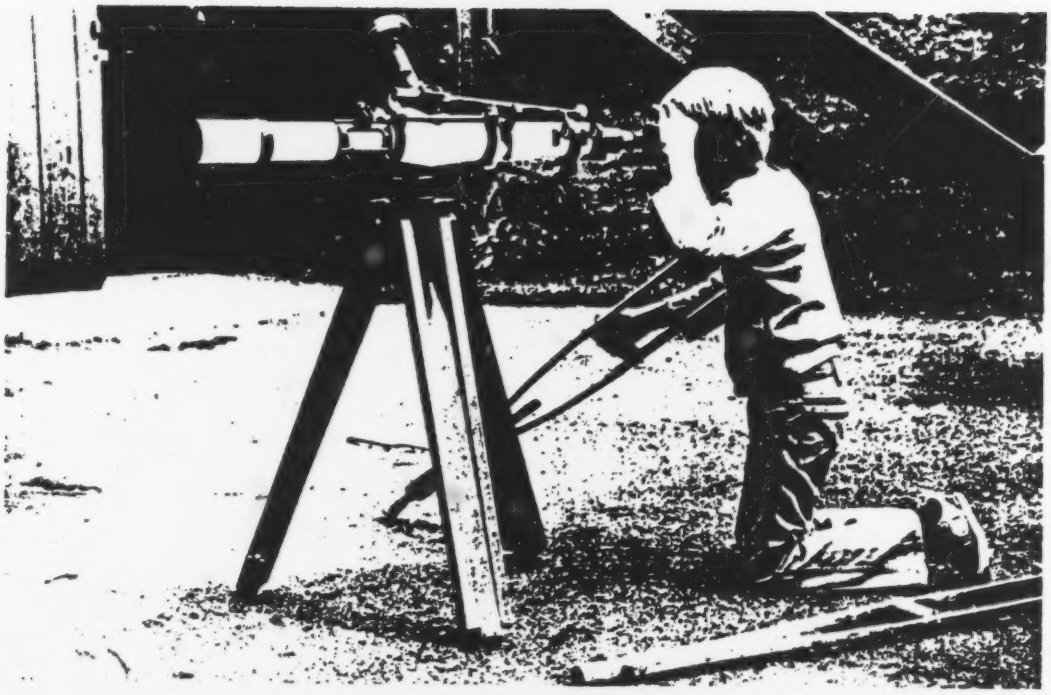

Courtesy of Camp Courage

A camper takes a look through the telescope.

activities, and socialization are referred to classroom teachers, parents, and other professionals involved in the child's school program. Other groups such as weekend camps and family camps have relatively little pre-planning or follow-up and are oriented more toward the on-site recreational experience.

Interested professionals in the field, as well as parents and participants are members of advisory committees which give input to specific areas of the program. In addition, when new programs are implemented or expansion of existing programs is contemplated, professionals in that program area are ordinarily consulted regarding the best methods of establishing activities and site facilities.

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Administrative Structure

The Camp Courage summer program employs approximately 100 full-time seasonal staff. Most of these staff are college level people in related professional educational programs. The administrative staff are graduates in education, therapeutic recreation, or adaptive physical education.

All seasonal staff take part in a one-week staff training session prior to camper arrival. This training is augmented by periodic staff training seminars throughout the summer. Training includes information on camp activities, techniques for adapting camp activities to disabled populations, and information regarding the special needs of the various disability groups that participate in the outdoor education program.

A student saws through a piece of wood.

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The Courage North program employs sixteen senior staff and approximately twenty-five junior and senior leaders who are ex-participants in the program and have moved into leadership positions. As with Camp Courage, they participate in a one-week staff training period prior to the beginning of the summer.

The non-summer programs are under the direction of five professional Courage Center program staff and are augmented by staff from the summer program employed on a part-time basis during the off-season.

The entire Courage Center program is under the overall direction of the Courage Center Board. The Board is a voluntary group made up of interested members of the community, members of the client population, and professionals in the field.

The outdoor education program is directed by the Camping Committee, which reports to the Board. The Courage Center Outdoor Education Programs are administered by the Camping Services Department Director, who is responsible to the Executive Director of the Center and the Board for policy direction.

Funding

Courage Center is a private, non-profit, tax-exempt organization. The Board policy concerning fees states that no one will be denied service for reasons of inability to pay. Consequently, all people interested in the program have access to it. This, of course, means that user fees do not defray the entire cost of outdoor education programming. United Way funding covers a percentage of the overall cost of the camping program. The rest of the costs are met through donations from private individuals and interested organizations and civic groups. Occasionally campers are subsidized through

third party payments from insurance or public assistance. On the whole, this is a relatively small percentage of the funding for the program. Of the approximately $700,000 budget of the program, the majority of income is received from donations of interested individuals or organizations.

Courage Center employs a full-time professional fund raising staff. These people are responsible for encouraging local fund raising activities and contacting United Ways in areas where the Center provides service.

For more information on the Courage Center Outdoor Education Programs, please contact:

Director of Camping Services
Courage Center
3915 Golden Valley Road
Golden Valley, Minnesota 55422

(612) 588-0811

Raft Trip on the Mississippi River

Photo Credits: Courtesy of Everett N. Lindstrom

ECKERD WILDERNESS EDUCATIONAL SYSTEM CAMPING PROGRAM

Brooksville, Florida

by Everett N. Lindstrom
Program Coordinator, Camper Graduates
Guy M. Spearman, III
Executive Director

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Introduction

The Eckerd Wilderness Educational System opened its first camp on March 1, 1968 near Brooksville, Florida with 50 boys attending. Establishment of the camp resulted from a 1967 study of Campbell Loughmiller's program in Dallas, Texas conducted by the Jack and Ruth Eckerd Foundation. The Salesmanship Club Boys Camp in Dallas provides to be a desirable model for the Foundation to use in serving emotionally disturbed youngsters.

Since 1968, nine additional camps have been opened. They are located in Milton, Florida, Silver Springs, Florida, Henderson, North Carolina, Candor, North Carolina, Newport, North Carolina, Lowgap, North Carolina, Benson, Vermont, Exeter, Rhode Island and near Floral City, Florida. Each camp is designed to accommodate 50 to 60 youth with campsites ranging from 80 to 800 acres.

The camps are accredited by the Southern Association of Colleges and Schools as "Unit Schools Using Alternative Practices." In order for the camps to keep up with a changing society, the original Loughmiller model has been modified.

Program Purpose and Goals

The philosophy of Eckerd Wilderness Educational System Camping Program is based on the belief that all individuals deserve the opportunity to develop skills for successfully meeting the demands of a complex, dynamic society. The program recognizes the right of emotionally disturbed youth to be allowed the opportunity for resolution of problems and realizes the need for the provision of special programs to maximize personal, familial,

social, and educational growth. To this purpose, the Eckerd Wilderness Educational System dedicates its energies and resources.

In the implementation of this philosophy, the Eckerd Wilderness Educational System commits its resources to helping children achieve the following results:

Self-understanding. To develop a greater degree of self-understanding and appreciation of the youth's role in the environment.

Understanding of others. To develop an appreciation and understanding of others who may be different in terms of social, cultural, and ethnic backgrounds. To develop habits and attitudes associated with responsible citizenship.

Self-image. To develop a positive approach to life and an appreciation of his/her worth as a productive individual.

Self-help skills. To acquire self-help skills enabling campers to plan, activate, and evaluate their lives; to communicate in an acceptable manner; and to be physically competent to meet the stress of everyday life.

Family relationships. To increase awareness of the children's needs in the family by increasing their abilities to communicate and by developing the ability to establish positive inter-relationships.

Basic educational skills. To acquire educational skills including knowledge of health, consumer and general living skills, and awareness of vocational choices, reading, writing, computational skills, and self-direction in seeking new learning experiences.

During the time children are enrolled in the Eckerd Wilderness Educational System Camping Program, a special "camp" curricular program is offered

which is an integral part of the on-going therapy process. In addition, a "transitional" classroom curricular program, which more closely approximates an instructional program that might be found in a public school situation, is provided as children become more emotionally mature, and thus closer to being discharged to their home and community environment. Together, the two programs provide a relatively comprehensive array of learning experiences which are designed to promote the children's personal and academic growth.

Campers and Families Meet for Discussion and Evaluation

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Facility and Site Description

Each camp is designed for 50 to 60 youths and is built on 80 to 800 acres. These sites are located in state and national forests or on privately held land. Some sites are in the mountains while others are located in piedmont, flatlands, or coast lands. Each one has enough variety, such as lakes, streams, cleared areas, forested areas, etc., to provide opportunities for permanent campsite construction, exploration, privacy, and imaginative programs. Typically, each camp has a central building designed to use as a dining hall, office, library, and emergency shelter in case of severe weather. Other buildings include a warehouse, a showerhouse, a classroom, and living quarters for supervisory staff.

Dining Hall and Main Building

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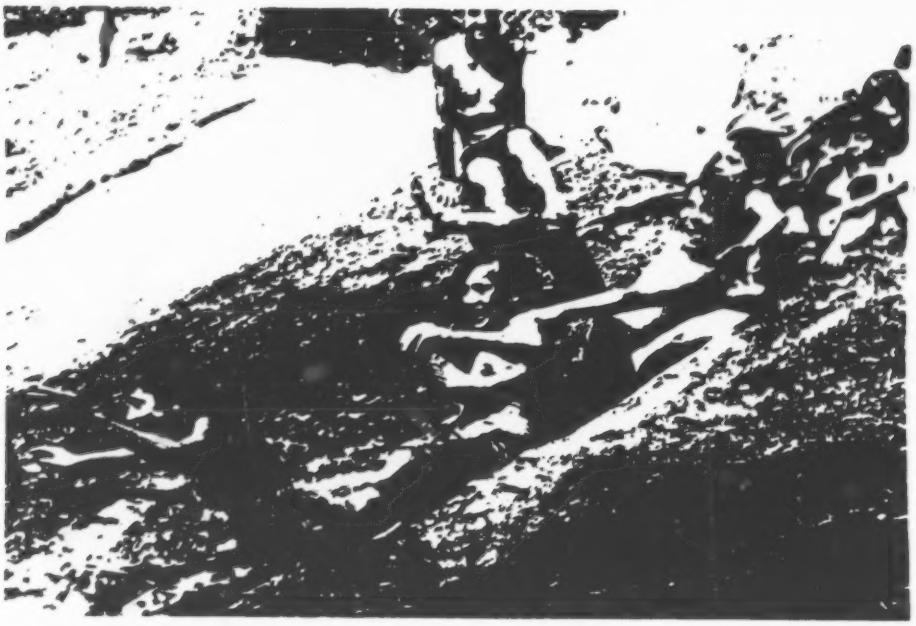
The basic program takes place in small permanent group campsites each designed, built, maintained, and lived in by a group of ten youths (campers) and two adult counselors. Constructed of locally available saplings and custom made canvas tent coverings, the features of these campsites include four sleeping shelters, a cook tent, a dining tent, a latrine tent, and other service shelters designed to promote comfort, dignity, and reasonable protection from weather and insects.

Whenever possible, the various physical features of a facility are constructed to give the feeling of sturdiness and a sense of security and reliability. Buildings are utilized as an auxiliary to major components of the program which are implemented in the out-of-doors.

Program Description

Description of Population Served

The camps serve children variously described as emotionally handicapped, emotionally disturbed, emotionally problemed, and behaviorally problemed. These youngsters must be in a chronological age range of 7 to 17 years at intake. Final selection is based on physical size and/or developmental age of the child, however, and some flexibility in age range is therefore considered. Children referred to camp have demonstrated behavioral problems of such magnitude that continued home placement is no longer a feasible or practical option unless significant intervention takes place. These behavioral problems may have resulted in persistent running away from parents or legal custodians, habitual truancy, or persistent and consistent behavioral disabilities which consequently disrupt these youths' learning processes.



Fun on a Mudslide

Program Distinctives

Several factors serve to distinguish the Eckerd Wilderness Educational System as a unique approach in dealing with emotionally-problemed youth. One of the distinguishing characteristics is that the program is client-centered with mutually agreed upon participation from the youth and family. The program also provides year-round residential treatment for emotionally problemed youth who require placement outside the home. Another distinctive characteristic is that the campsite is in a wilderness environment and has a participating, committed staff that is dedicated to promoting therapy in small, balanced, continuous peer group situations. Emphasis on an individualized, experience-based educational process for each child is a strong attribute of the program. A continuum exists beginning with the process of meeting basic human needs, including learning basic academic

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skills, and ending with development of motivation for seeking formalized instruction.

Caring Adults Working with Children

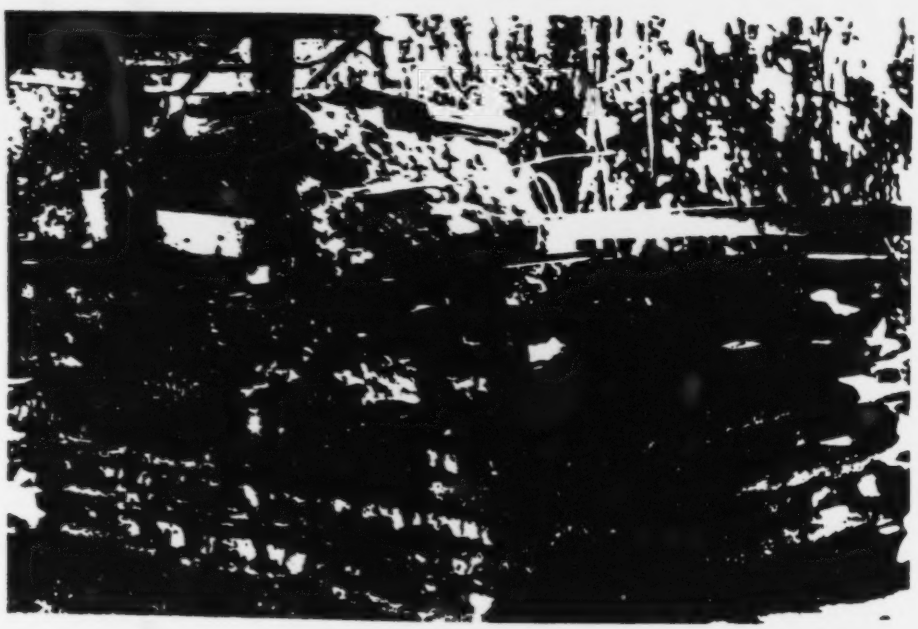
Program Elements

Education during the child's stay in the therapy group is interfaced with the following core experiences: pow-wow, chapel and vespers, weekly plans, requisitions, problem-solving, written goals, menu writing, cook-outs, chuckwagon meals and programs, tent construction, trips, crafts, and buyer's day.

Pow-wows. Pow-wows are positive evaluation sessions held around a campfire at the close of each day that encourage campers to express feelings with words, to listen actively, and to summarize events and feelings of the day.

Chapel and vespers. These are bi-weekly services prepared and attended by campers to enhance spiritual development, to broaden abilities to conceptualize, to understand and clarify values, and to increase perceptions of the world in which they live. Opportunities for developing the campers' skills of research, speaking, reading, and writing are also provided as they plan and conduct services.

Cookouts. Cookouts involve the campers in preparation of six meals at the campsite each week. Experiences are designed which allow students opportunities to read and follow directions, to acquire and use skills of measurement and proportion, and to estimate the time required for food preparation.



Mud Oven for Outdoor Cooking

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Chuckwagon meals. These consist of all campers eating together three times a day, five days a week. Emphasis is placed on helping the campers learn correct table manners, courtesy, active listening, and appropriate diet selection.

Chuckwagon programs. These are periods of total group sharing following each chuckwagon meal and are designed to provide educational information to the campers in ways that extend their skills of communication.

Tent construction. Tent construction involves campers in the design and construction of shelters for campsite functions. Educational emphases include: ecological studies, mathematics (pythagorean theorem, measurement, drawing to scale, basic computations, estimations, fractions, angles and slopes), and language arts (planning, discussing, designing, writing, reporting).

Trips. Trips are planned excursions away from camp in which a group is totally dependent on their own resources for meeting individual and collective needs. Special attention is directed to the development of the following skills: research, writing, math, (proportions, estimates, and percents), gross motor, planning, and map reading.

Weekly plans. This involves a process whereby campers determine direction and method for the upcoming seven days. Through plans, the campers have the opportunity to acquire, practice, and reinforce skills in the following areas: vocabulary, dictionary, spelling, handwriting, reading, and language.

Requisitions. Requisitions involve the campers in a process which ensures that materials and supplies are maintained for campsite use. Learning experiences associated with this curricular activity include: spelling,

writing, planning, estimating, categorizing, quantifying, and reading.

Problem-solving. Problem solving involves the campers in active participation with the group in the understanding and solving of a perplexity, a vexation, or a conflict. Educational emphases include: verbal expression, active listening, vocabulary development, organized thinking, and sequencing of ideas.

Goals. These involve the campers in developing a commitment to reach new levels of performance, or to complete a certain task, which may be individually or group-oriented. Opportunities are provided to help campers: practice oral and written skills of communication including handwriting, outlining, sentence structure and usage; and to develop the ability to think conceptually.

Menu writing. Campers are involved in decision making and writing processes as a group selects and orders food for cookouts. Campers learn to select foods which provide good nutritional balance, to discover nutritional needs, to pattern eating habits, and to practice language and math skills.

Crafts. Crafts involve campers in various art media in which they use tools, paints, and other appropriate materials to complete various products. Skills emphasized include: self-expression, coordination, research and design.

Buyer's Day. The camp provides $6.00 per month for a camper's bank account. The $6.00 is used to purchase essentials and other items of interest from the camp trading post. This experience provides campers with opportunities to: improve handwriting, read product labels, practice spelling, perform whole number operations, and work with money transactions, budgeting,

and check writing.

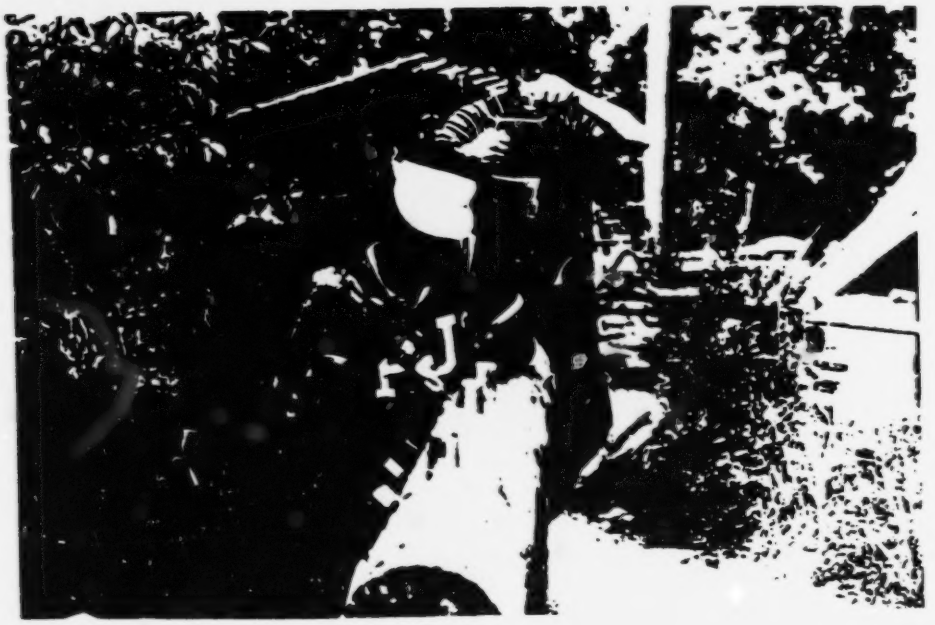
The primary educational goal of this program of studies is to develop fundamental skills through an experience-based curriculum. Composition skills are acquired, for example, as the children write plans, menus, letters, and articles about camp experiences. Oral language skills evolve as campers talk about their experiences and what they have completed. Mathematical skills develop as children calculate the cost of a meal, construct a tent, or keep track of a bank account. Skills in reading emerge as the children complete research resulting from a desire to know more about something they have observed, or as they seek background information to be used on a trip. Learning experiences are integrated to reflect life as it "truly" exists. Activities are made more relevant by basing them on campers' past experiences and interests and by stressing learning by doing.

During this stage of the children's educational experience, cause and effect associations can be viewed as a direct, immediate, and concrete consequence of one's behavior. Academic strengths and weaknesses, on the other hand, can easily be assessed as the children are guided toward successful experiences which build confidence and a positive self-image.

Theme Work/Library

In addition to the on-going camp curriculum described in the preceding section, two additional aspects of educational programming are provided during the children's time in therapy - theme work and library periods.

Theme work. This dimension of the educational program is planned each six weeks' period to extend and enrich the children's background of experience by involving them in exploratory experiences on topics of general interest to the group. Primarily, the topics or themes are chosen to:



Working in a Campsite

Beginning a Four Week Canoe Trip

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- enrich or extend some aspect of the on-going program, i.e., trips, cooking, tent construction, orienteering;
- expand knowledge of the natural environment, i.e., animals, insects birds, weather; or
- build on a natural interest associated with a particular season, holiday, or event, i.e., Christmas, Hanukkah, Thanksgiving.

As the group explores aspects of the chosen theme, particular attention is directed toward developing the following skills: observing, collecting, experimenting, identifying, recording, classifying, measuring, computing, constructing, and communicating. Projects designed to promote these skills are selected for this component of educational programming.

Library periods. Library periods, under the leadership of certified educational coordinators, are conducted for each therapy group a minimum of three times per six week period. Objectives for library periods are as follows:

- Extending theme work initiated in the therapy group; i.e., related vocabulary and skills development; related readings, films and other media which explore significant dimensions of the theme; and appropriate art or writing experiences that provide the children an opportunity to express their own ideas and thinking on the subject.
- Strengthening knowledge and skills conducted in the "core" curricular experiences associated with camp; i.e., trips, meal planning and tent construction. Art, writing, and reading/research experiences are emphasized in this phase.
- Developing library and media skills; i.e., helping the children choose appropriate readings, read and follow directions, and use proper references to find and verify information.

Transitional Classroom Program

As children attain behavioral goals and objectives which enable them to function in a more formalized instructional environment, they are transferred from the therapy group into the transitional classroom. There they are exposed to a personalized, interdisciplinary approach that is designed

to help the child gain independence in learning. Curricular course work is offered to promote opportunities for the children to extend learning related to successful camp experiences, strengthen competencies in basic skills areas, and come in contact with subject matter and related learning experiences that are likely to be encountered in the public school environment.

Evaluation

Evaluation of the child's social, emotional, and academic growth is an on-going process which is conducted in both the camp program phase and in the transitional classroom phase.

Comprehensive Camper Plan. To ensure that the special needs and interests of the children are met, a Comprehensive Camper Plan is developed when campers enter the program and revised at periodic staffing sessions to reflect the child's current level of functioning. The plan encompasses the following components: needs, annual goals, intermediate objectives, services provided, evaluative criteria, and present level of functioning.

Standardized testing. A battery of standardized tests that includes the Bender-Gestalt, Wechsler Intelligence for Scale for Children-Revised (WISC-R), Detroit Tests of Learning Aptitude, Piers-Harris Self Concept Scale, California Test of Personality, California Achievement Test, and Devereaux Behavior Rating Scale is administered to each child at camp entry, after seven months in the program, and prior to release. Each instrument was selected as being appropriate for children exhibiting characteristics of the target population. The data obtained from the test battery is analyzed and interpreted to help in the development of appropriate plans for the children based on assessed needs and to chart their progress during camp stay. Informal reading and math inventories are also administered by

educational coordinators and transitional classroom teachers when a more specific diagnosis of academic needs is appropriate.

Graduation and Aftercase

As children approach commencement, a plan is developed to place them in the most appropriate setting. This may involve returning them to public school, a vocational school, special education program, job preparation program, GED program, military service, or any other option which appears most appropriate. The educational coordinator completes any school related arrangements, and the family worker assists the children's parents with preparatory details. Diplomas are not awarded since it is not the camp's purpose to become a terminal educational institution. The primary goal is to act in an intervention capacity, returning each youngster to conventional placements in the community as soon as it is feasible.

An "aftercare" component is included as part of each plan to assist with community mainstreaming, It allows for follow-up at periodic intervals with each child and his/her parents. Additional support is available in cooperation with community programs, schools, or agencies, for both parents and child if necessary.

It is the staffs' intention to work closely with community agencies in receiving referrals, in collaborating with community resources during placement, and to cooperate with referral agencies in providing aftercare. The goal is to reunite the children with their families and to use Homesdays every six weeks to begin that reuniting process.

Administrative Structure

Each camp maintains a full-time staff of eleven counselor-teachers, three family workers, a resident director, an assistant resident director,

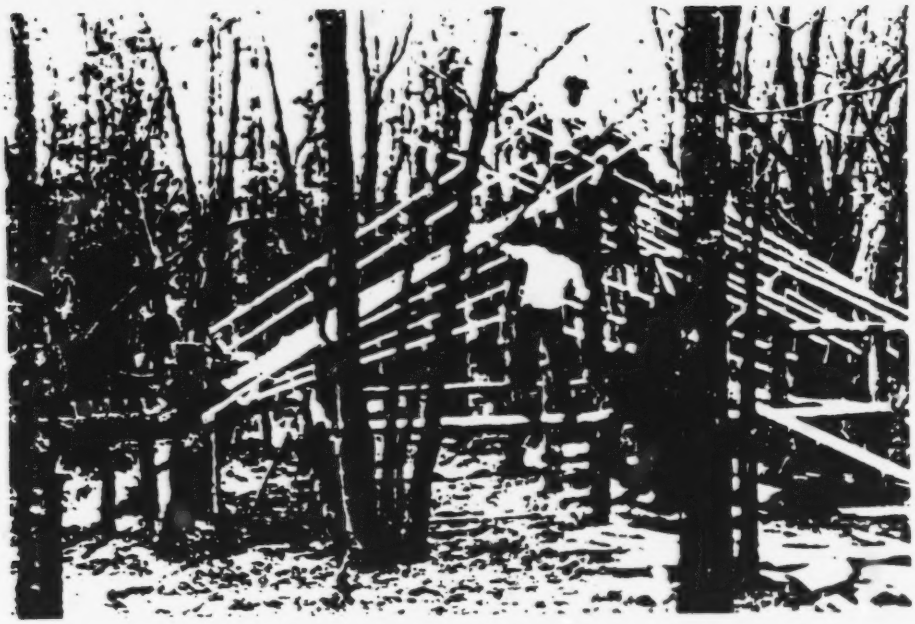
a groupwork supervisor, a classroom teacher, an educational coordinator, a secretary, a business manager, a maintenance person, two cooks, and one utility person. In addition, each camp also maintains one or two part-time staff persons.

The counselor-teacher is considered the key person in the program. Each group of ten youths is assigned two "live in" counselor-teachers who are responsible for attending to the immediate physical, mental, and spiritual needs. Each counselor-teacher, who has a college degree or its equivalent, begins employment with a four week intensive training program. In-service training is provided by the residenc director, assistant director, groupwork supervisor, and senior counselors under the supervision of the foundation's Director of Professional Development and Program Director.

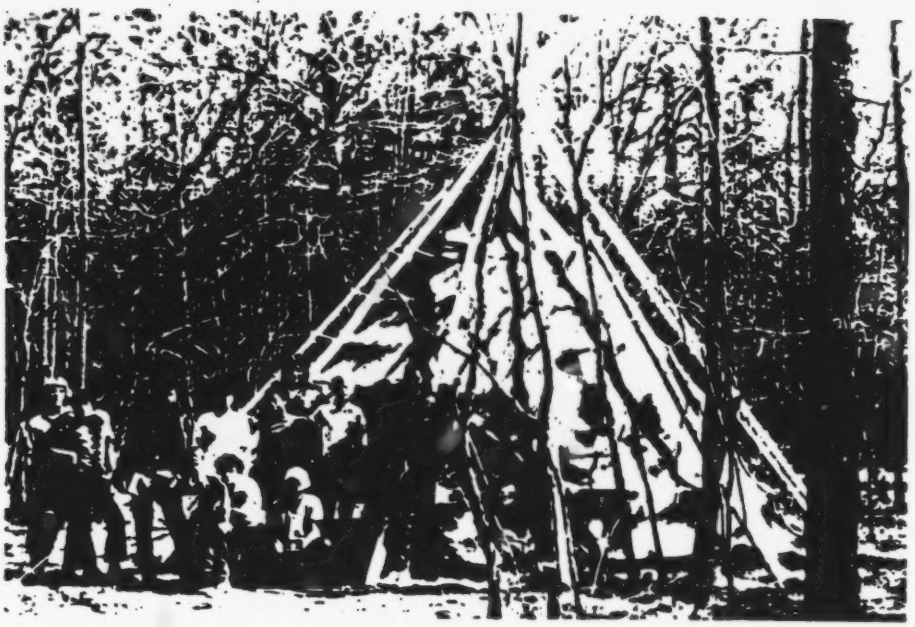
Classroom teachers certified in the state to which they are assigned are supervised by educational coordinators. Educational coordinators are also certified in the state to which they are assigned. Additional in-service training is provided by the foundation's Director of Education.

Family workers have a Master's Degree in Social Work, or are working toward that degree. They are responsible for liaison between camp and families and for family intervention, and are provided additional training through the foundation's Director of Family Work and Director of Professional Development.

The Directors of Program, Professional Development, Education, Personnel, and Administration answer to the Executive Director who answers to the Board of Trustees of the Eckerd Foundation. The six-member Board sets overall policy and approves the program budget.



Construction of a Sleeping Shelter



A Group Proud of Its Work

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Funding

The major portion of program funding comes from service contracts through various states' human service agencies. These agencies make referrals through screening committees, and the contracts pay on a per diem basis. In addition, private service contracts are made on a full fee basis. These contracts make up the funding for the operational budget. The Eckerd Foundation funds are a significant portion of the budget for capital expenses, staff development, endowment, etc. Other state and local organizations contribute on a matching basis for these non-operational budget needs. The operating budget is approximately $8,283.750. The camps are operated on a non-profit basis.

Other information about the Eckerd Wilderness Educational System Camping Program is available by contacting:

Executive Director
1250 Rogers Street
Suite D
Clearwater, Florida 33516

(813) 461-2990

Resources

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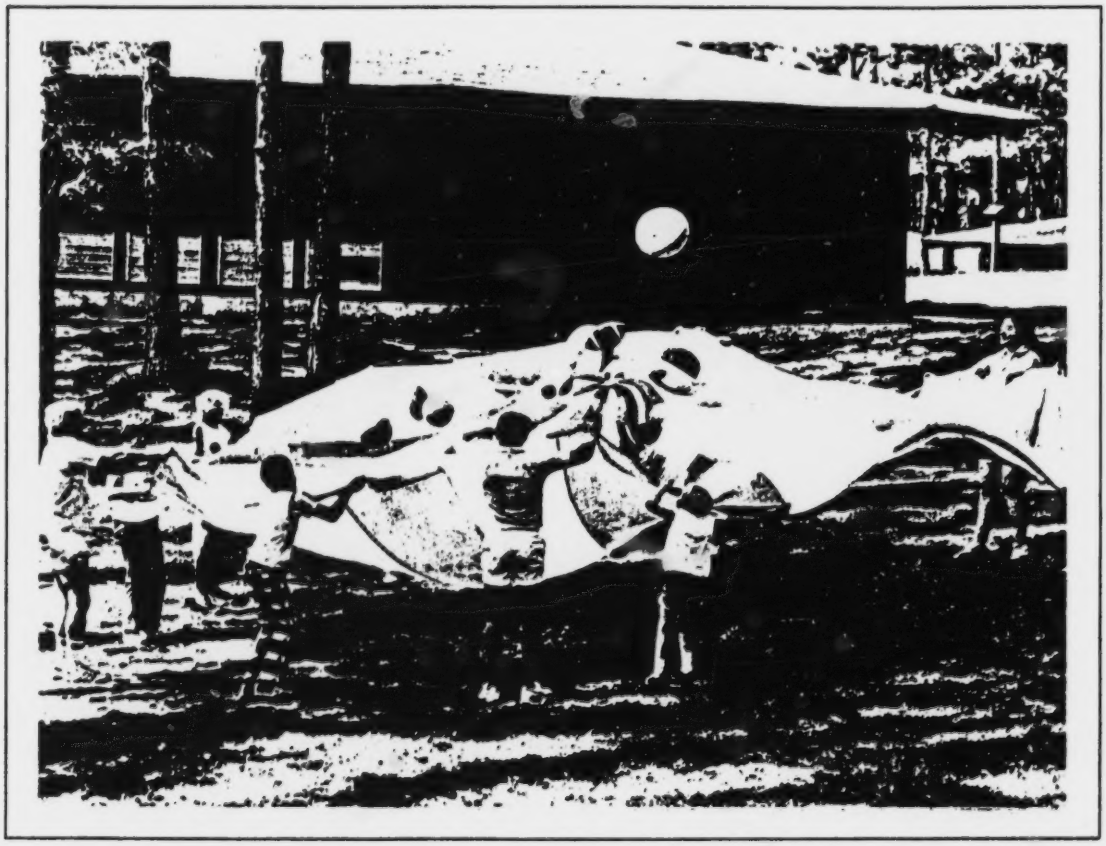

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GEORGIA STATE CAMPING PROGRAM FOR THE HANDICAPPED

Will-A-Way Recreation Area for the Handicapped
Fort Yargo State Park
Winder, Georgia

by Sharon E. Fitzgerald
Recreation Administrator

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Introduction

The State of Georgia has a firm commitment to providing and improving innovative programs for "special populations" of the state. As a partner in this endeavor, the Georgia Department of Natural Resources is constantly searching for new ideas and ways to promote the wise use of natural resource areas and serve the total population of Georgia.

A program which seems to exemplify this commitment in the area of outdoor recreational programs is the Georgia State Camping Program for the Handicapped. This travelling concept in camping provides an outdoor recreational experience for mentally handicapped persons.

The State Camp Program has been in operation since 1975. The project began with the idea of designing a program for mentally handicapped individuals that would provide them the opportunity to attend a camp. Serving nearly 4,000 persons since its inception, the program is co-sponsored by the Georgia Department of Natural Resources and the Georgia Association for Retarded Citizens, Inc. Primary coordination is through Will-A-Way Recreational Area for the Handicapped located in Fort Yargo State Park in Winder, Georgia. Will-A-Way Recreation Area, an entity of the Parks, Recreation and Historic Sites Division of the Georgia Department of Natural Resources, is a facility designed specifically for the disabled.

The State Camp Program receives funding through the Georgia State Legislature. These funds are then filtered through the Programming Unit of the Parks, Recreation and Historic Sites Division which is responsible for operation of this program. Part of the operation includes reserving five of Georgia's state parks and furnishing ten program staff members on a seasonal

basis who develop the camping program and travel to the various parks to conduct the camping program. Individuals then attend camps in the general area of the agency which is sending them.

The parks which are utilized are Will-A-Way Recreation Area - Fort Yargo State Park in Winder, Magnolia Springs State Park in Millen, Laura S. Walker State Park in Waycross, Kolomoki Mounds State Park in Blakely, and Franklin D. Roosevelt State Park in Pine Mountain. The program begins each year at Will-A-Way Recreation Area for the Handicapped, the operation base site.

Will-A-Way Recreation Area

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Orientation and in-service training sessions are held for the program staff at Will-A-Way the week previous to the first camping session. Training then continues around the state for one week sessions in each of the parks, concluding at Will-A-Way seven weeks later.

Program Purpose and Goals

The program was designed to provide mentally handicapped persons in Georgia an "opportunity for outdoor recreation through a resident camping program." Through constant planning, the program offers a "camping experience keyed to the individual needs and new learning possibilities relative to nature, outdoor sports and activities." The camp staff, who are both professional and quasi-professional, attempt to make this a meaningful event in the campers' lives by planning and adapting camp activities to meet certain needs in prospective campers, both individually and as a group. Because the State Camp Program is open to all mentally handicapped individuals who apply, as long as the space is available and since screening procedures for the purpose of grouping campers of similar functioning levels are often not possible, an activity group may include educable and trainable mentally handicapped persons and individuals with various other disabilities, i.e. non-ambulatory, blind, etc. Therefore, the primary focus of planning is to include a variety of activities that require different functioning levels.

The State Camp Program attempts to provide mentally handicapped persons with a camping experience that is as "normal" as possible and to "provide an opportunity for the disabled person to be on his own." Thus, activities are included which encourage independence and which allow the campers to achieve to their maximum potential. Realistically, this cannot be accomplished in a one-week camp session, but it may be a beginning for some, and the agency staff

can learn from this encounter.

Each agency which sends campers is required to also send support staff. This allows the campers and staff to work together in a different setting, on a 24 hour a day basis. One of the goals of the State Camp Program is to provide such an opportunity for campers and agency staff to gain additional insights about each other.

Will-A-Way Recreation for the Handicapped

Also, the parents of the individuals involved in the program are given a "respite from the burdens of constant care of the individual." This is also true for the camper. They are given the opportunity to be away from a parent

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or guardian or maybe an institution. The camping program takes the individual away from a constant, thus fostering the independence referred to earlier and allows them and the teachers to set new goals. When evaluations are returned from the agencies, comments are favorable in reference to the families' appreciation for the opportunity for their child, etc. to attend camp.

The final objective is "to provide a stimulating environment, thus contributing to the achievement and social growth of each individual." Hopefully, this is evident in the smiles of the campers, but is probably the hardest to measure. Groups from different agencies are placed together in attempts to foster socialization and sharing of ideas between one agency and another. Evening programs and activities bring everyone together for fun and entertainment, again an opportunity for social interaction.

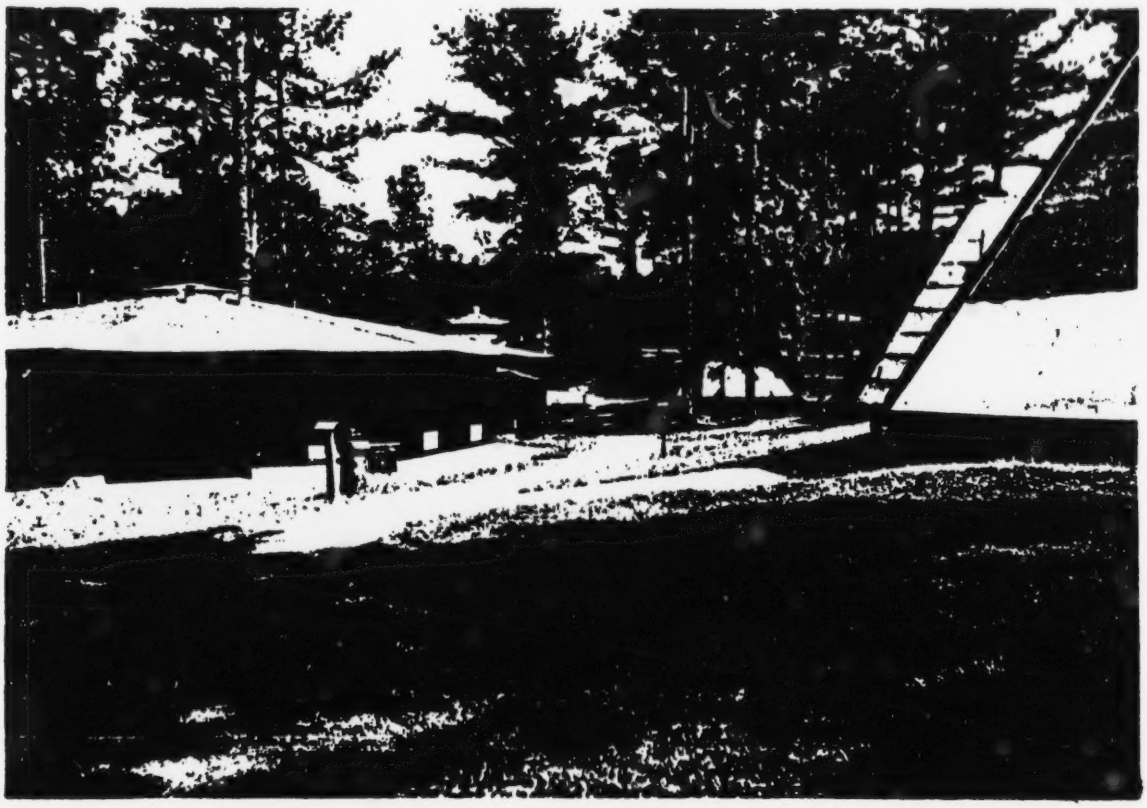
Facility and Site Description

The State Camp Program utilizes five of Georgia's state parks. Will-A-Way Recreation Area for the Handicapped, located within Fort Yargo State Park, is the only accessible facility that the program uses. It is also the home base of operation for the State Camp Program.

Will-A-Way Recreation Area

Will-A-Way Recreation Area became a reality in 1971 after years of planning and research. It is designed to meet the needs of the disabled person. The facility which is architecturally barrier-free provides individuals with full access to park facilities. The total complex of Will-A-Way Recreation Area includes three service areas: a day use area, cottages, and a group camp. The group camp is the only part of Will-A-Way Recreation Area that is used for the State Camp Program. The group camp has a capacity for 250 persons with

the camp divided into four units. The State Camp Program uses two units which accommodate 120 persons per week. With four units available, another group occupies the remaining two units.



Will-A-Way Recreation Area Group Camp

Located in Winder, Georgia, Will-A-Way Recreation Area is part of Fort Yargo State Park which has approximately 1900 acres. The foothills of Georgia add a picturesque setting with the 260 acre lake which surrounds the camping facility. The buildings are aesthetic with the environment and are easily accessible. Some of the main features include: electrical outlets 30 inches high, doors which swing both ways with a 36 inch width, floors which are hard

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surface asphalt or concrete, paths which are hard surface and within a 5% gradient, an accessible swimming pool, pontoon boats accessible to wheelchairs, and restrooms which are accessible to wheelchair traffic with room for maneuverability.

Magnolia Springs State Park

Magnolia Springs State Park is located north of Millen and is part of the gently rolling sandy soil area of the Georgia coastal plain. The 948 acre park has long been famous because of the spring that flows an estimated nine million gallons of crystal clear water each day. Even though the park is on level ground, the group camp is not accessible. With a capacity for seventy people, the facility is comprised of two large barracks type buildings, an air-conditioned dining hall, and two staff quarters.

Magnolia Springs State Park also has a 40 acre lake which is used for fishing and boating. The lake does not lend itself to swimming, so the campers must be transported about a mile to the pool for swimming activities. The grounds surrounding the area are generally level and well designed for optimum use in outside activities.

On an educational or historical note, Magnolia Springs State Park lends itself to historical interpretation. In 1864, the South's largest prison camp was constructed on the present park site, and remnants of Camp Lawton can still be found. Not more than a mile from the park is a National Fish Hatchery which also provides a good field trip for the campers.

Laura S. Walker State Park

Progressing southward toward Waycross, where the land of the trembling water found in the Okefenokee Swamp becomes a reality, is Laura S. Walker State Park. Most of the park resembles the scenery found in the swamp.

Fishing At Laura S. Walker

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This state park is a good example of natural plant-animal communities which remain undisturbed. There is an abundance of animals and birds which are being preserved, along with examples of land protection from erosion.

The group camp in Laura S. Walker State Park is made up of small camper units which house between eight and ten persons. They are not accessible, and the bath houses are not adjacent to the cabins. The maximum capacity of this group camp is 120, but for safety reasons, only 90 to 100 participants are accepted. The facility also has a swimming pool.

Kolomoki Mounds State Park

Located north of Blakely in southwest Georgia, Kolomoki Mounds State Park is a recreation area as well as an archaeological area of prehistoric significance. The 1,293 acre park not only provides a variety of recreation facilities and activities but also contains within its boundaries 7 Indian mounds. The mounds and the museum provide an opportunity for educational field trips for campers.

The group camp has a maximum capacity of 100 persons and is utilized to the fullest by the State Camp Program. The group camp has a swimming pool, with waterfront activities scheduled as desired. The cabins are a little larger than Laura S. Walker State Parks', and restroom facilities are located in each cabin. The general terrain of the area is flat and sandy. A 57 acre lake presents areas for fishing and boating.

Franklin D. Roosevelt State Park

Located on Pine Mountain, Franklin D. Roosevelt State Park is a park deeply rooted in the historical era of Roosevelt. Nearly 5,000 acres provide scenic beauty around this outstanding outdoor recreation area. The general terrain is hilly with erosion problems which make this area inaccessible to wheelchair traffic.

120

The group camp which is used for the State Camp Program has a capacity for 70 people. This facility is the most rustic of those utilized for this special program. The cabins are located in two clusters around open areas and the bathhouse is between the cabin areas. A 15 acre lake adjoins the camping area and is used for swimming, fishing, and boating.

Interpretive areas around the immediate vicinity of Pine Mountain are Roosevelt's Little White House and Callaway Gardens. The Florida State Flying Circus is a favorite program of the campers. The campers are afforded opportunities to visit these areas of historical and environmental significance.

Program Description

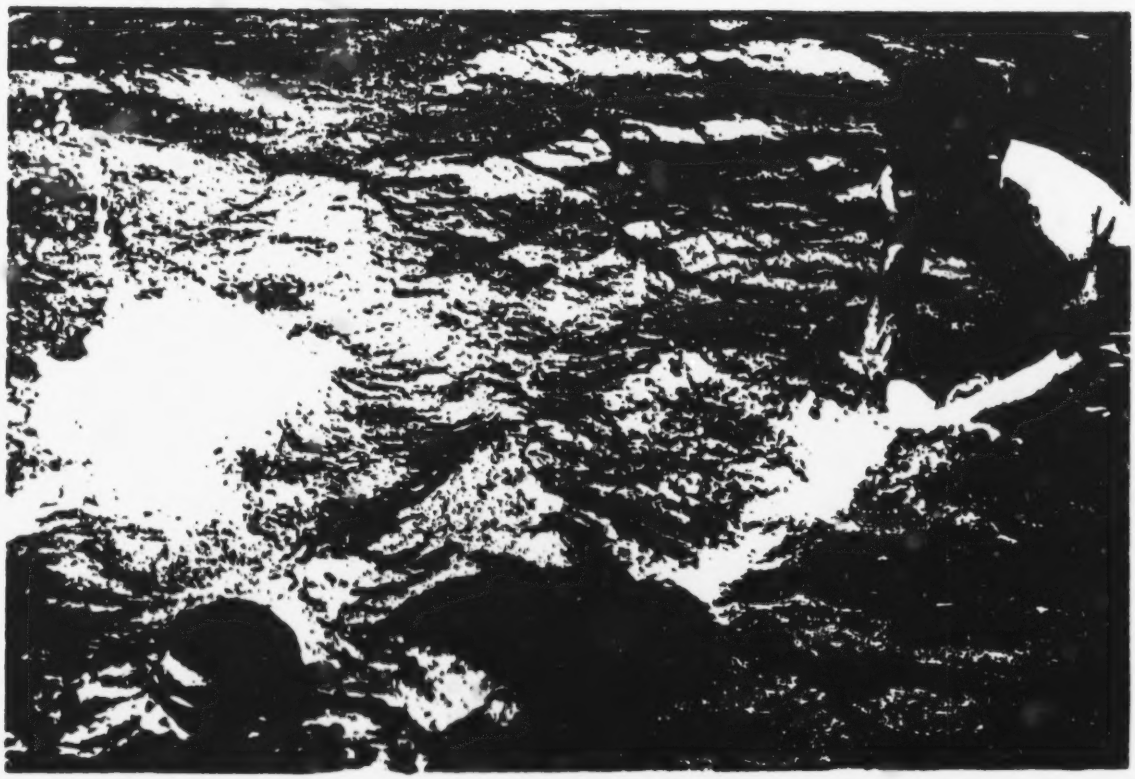
Program Participants

Since 1975 over 3,800 handicapped individuals have participated in the State Camp Program. For this particular program, only the mentally handicapped are served, but about 10% of those persons also have other disabilities. Open to all ages, the State Camp Program serves individuals 10 to 100 years of age. However, the average age of the campers is twenty-four, since there is a greater number of adults attending. The State Camp Program is not a mainstreamed program.

Each agency sending campers is required to send support staff. A maximum of twelve persons from each agency is allowed. The ratio of staff to campers is a decision made by the agency, but a minimum of two is needed. The exception is for non-ambulatory campers; a one-to-one ratio is required in this case.

Program Activities

The State Camp Program was, until 1980, offered during three seasons: spring, summer, and fall. The fall and spring programs were offered on weekends from Friday through Sunday morning. Usually, four spring and three fall weekends were available to provide programs for 100 persons per weekend. The summer sessions were one week, Monday through Friday morning, with the staff using the weekends to break camp and move on to the next site and set up camp for the following session. Only summer sessions are currently being offered. The summer program begins July 1 and continues for seven or eight weeks.



Individual Instruction-Swimming

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The camping programs usually consist of activities that might be included in any "normal" camping experience. There are sports activities, crafts, swimming, boating, fishing, nature studies, creative dramatics, exercise for fun, hiking, and numerous other activities. For a specific camping program, approximately 300 different program activities are conducted. Most of the activities are pre-planned, but adaptations are made as needed. Because of the diversified age range of campers, adults and children may be involved in the same activity. The staff attempts to provide options which are "age appropriate" and which include everyone in the activity. Each site usually has a seasonal naturalist available to help with program ideas and conduct nature programs. Each activity session is between 35 and 50 minutes in length.

Program Evaluation

An evaluation is required of the participants in each camp session. Evaluation results are used to make program improvements. The input of the agency staff and participants is an essential part of planning from week to week and year to year.

Training

The State Camp Program also provides training for students from area colleges and universities, both on a graduate and undergraduate level. Students through internships or summer projects, assist in planning and conducting activities.

Administrative Structure

The coordination of the State Camp Program is handled by the Recreation Administer of Will-A-Way Recreation Area for the Handicapped. This is the only full-time position. There are also ten part-time (seasonal) positions:

camp director, special activity leader, program director, nurse, landsports leader, arts 'n crafts leader, waterfront leader, and three waterfront assistants.

Personnel include three staff members with a Bachelor of Science in Special Education - all with teaching and field experience, one registered nurse with camping background, one person with a Bachelor of Science in Horticulture, and the Director who has been with the program since it began in 1975 and has a Masters in Education with emphasis in Special Education. The remaining positions are held by college students in their junior or senior year who are studying in the areas of special education, camping, or outdoor recreation.

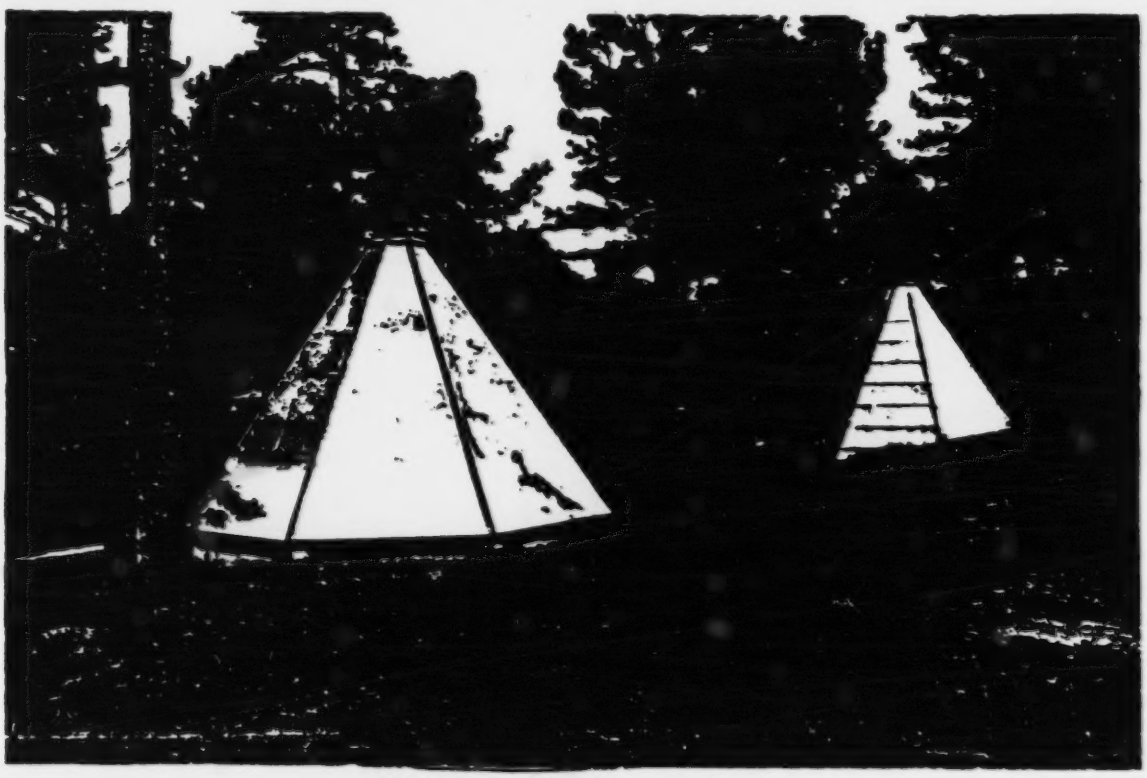
Most of the staff who are chosen to work with this particular program have had experience in programming for special populations. An orientation session is held prior to the first session of camp at Will-A-Way Recreation Area. The orientation usually lasts three or four days and includes speakers from different fields of expertise and program planning. The staff is instructed how to handle disruptive behavior, activity disturbance, disagreements with program staff, and emergency techniques.

Will-A-Way Recreation Area has its own food service personnel who provide the meals for campers while residing at Will-A-Way. At the other parks, food service is provided through a contractual agreement. Each site has a different food service staff which means that rates change from site to site.

The Georgia Department of Natural Resources and the Georgia Association for Retarded Citizens, Inc. co-sponsor the State Camp Program. The Georgia Association for Retarded Citizens, Inc. assumes full responsibility for dissemination of information, printing, and recruitment of campers.

Funding

Initially, the State Camp Program, with its project at Will-A-Way Recreation Area, was funded by the State of Georgia, the Federal Bureau of Outdoor Recreation, and a grant from the Contingency Reserve of the United States Department of the Interior; however, the State Camp Program is now totally state supported. The operation cost, including staff, sites, program supplies, food service and transportation, are all the responsibility of the Georgia Department of Natural Resources. No funds are solicited through other foundations, agencies, etc. The agencies that participate are not asked to contribute toward operation, which includes food service and lodging. They are asked to provide transportation for their campers and staff, support staff for supervision of campers, and insurance for the week at camp.



Will-A-Way Recreation Area Group Camp

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The operational budget for this program varies from year to year. It fluctuates from approximately $37,000 to $53,000 per year. Over three-fourths of the budget goes toward personnel services and food service operation.

For more information concerning the "Georgia State Camping Program for the Handicapped" contact the:

Recreation Administrator
Will-A-Way Recreation Area for the Handicapped
Fort Yargo State Park
Winder, Georgia 30680

(404) 867-5313

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Students help make cider which they later drink in the Pioneer Living Program.

Photo Credits: Courtesy of Bill Mills

Lathrop E. Smith Environmental Education Center

Rockville, Maryland

by Joe Howard
Outdoor Education Coordinator

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Introduction

The Lathrop E. Smith Environmental Education Center is owned and operated by Montgomery County Public Schools, a suburban Maryland school system north of Washington, D.C. The center is located in Rock Creek Regional Park, and although the school system owns only ten acres of land, the park encompasses over 2,000 acres.

The original facilities include a large dining hall with library and administrative area and four dormitories. Additional buildings have been constructed by high school vocational education students.

The present program had its beginning in 1963 with one school and only 77 sixth graders, but expanded rapidly and by 1974 when the Smith Center opened, over 9,000 students from 140 schools were involved in a five-day, four-night outdoor education experience. To accommodate these numbers, four outdoor education centers in addition to the Smith Center, are used year-round. Most of the facilities used are rented from church groups or the YMCA. All are winterized.

The school system staffs each center with an outdoor education specialist or on-site coordinator who helps plan and carry out the program. Most of the instruction is done by the classroom teacher. To help prepare teachers for the outdoor education responsibility, the school system conducts in-service courses and on-site workshops and provides guidebooks with appropriate outdoor activities.

The first special education school scheduled in the program was Longview in 1969. Since 1975, all of the school system's special education schools or alternative centers have participated in the residential program. Special education students in regular schools have been a part of the program almost since its inception.

Unexpected animal visitors provide opportunities to learn more about the natural environment.

Program Purpose and Goals

All sixth graders, some eighth graders, and many special education students participate in the program. The general goals are the same for all students, although each school is expected to develop more specific objectives to meet the particular needs of its youngsters. The first goal is to cultivate students' awareness, knowledge, appreciation, and concern for the natural environment, and the effects of people's actions upon it. The intention is to help students understand some of the cycles and interrelationships that exist in nature and the consequences of disturbing them.

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A second goal is to motivate students to develop positive attitudes toward learning through varied experiences in the natural environment. Outdoor education has proven to be an excellent means to maintain or restore some of the interest and excitement toward learning that is typical of children in kindergarten or first grade. The sensory-rich natural environment provides many opportunities to do this by involving all of the senses in learning.

Hiking in the outdoors appeals to students of all ages and abilities.

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The next goal is to provide children with many direct experiences in using scientific processes. While much subject matter may be covered, the goal is to get teachers to use the process approach to learning and emphasize such things as observing, measuring, classifying, and hypothesizing. Therefore, the emphasis is on learning by doing.

Another goal is to make the students' regular school program more meaningful by applying knowledge and skills acquired in the classroom to real-life situations beyond the classroom. For example, since students are away from home, they are expected to use language arts skills acquired in the classroom to write letters to parents or guardians back home. Previously learned mathematics skills may be used to measure the circumference of a tree, and then to figure its diameter or even the number of board feet of lumber it could provide.

One of the benefits of a residential outdoor education program is the inherent opportunities for indoor learning.

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The fifth goal is to help children learn to live democratically and responsibly, considering the welfare of the total group. In a live-in situation, students take turns assuming responsibilities in which other students' welfare is concerned. For example, everyone has KP duty where he or she sets up the dining hall, serves the food, and cleans up afterwards. Also, dormitories are inspected daily and a clean cabin requires the cooperation of everyone living there.

The nitro crossing presents participants with a problem of retrieving a rope and getting team members and a "can of nitroglycerin" across a real stream.

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The two line bridge offers a challenge and an efficient way to cross a stream.

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Related to the preceding is the goal of improving human relations among children and between adults and children. A situation in which students and teachers live together 24 hours a day presents opportunities that do not exist in the typical classroom. Students get to know each other better as well as their teachers and vice versa. Not only can human relations be improved, but teachers are put in a situation where they can learn much about their students and consequently do more to individualize instruction.

The final goal is to improve students' physical fitness. Although students generally do not play ball games or indulge in the usual physical education activities while at the outdoor education center, much physical activity is built into the program. Students are often asked to extend themselves and frequently find they can do more than they thought they could. They may complain about a strenuous hike, but they generally complain with pride.

Facility and Site Description

Rock Creek Regional Park, in which the Smith Center is located, is a V-shaped stream valley park roughly in the middle of Montgomery County, Maryland, with Rock Creek forming one side of the V and the North Branch the other side. The steep hillsides are wooded and most of the fields that were formerly cultivated have been abandoned and are slowly returning to woodland. Some areas are mowed regularly and maintained as meadows. The Smith Center is located in the North Branch wing of the park in a section encompassing about 450 acres and designated a natural conservation area. In addition to the fields, forests, and the North Branch, there are smaller streams, a 54-acre lake, two ponds, and a marsh.

The main building of the Smith Center includes a dining hall/auditorium, kitchen, library, lavatories, storage areas, offices, and workshops. Each

dormitory is divided in half with a classroom/meeting area and staff room in the middle. The dormitory rooms have private showers and stalls that will accommodate physically handicapped students. The capacity of each dormitory room is 15 students and one staff member for a total of 120 students and eight staff. Each staff room has a bath and will sleep four people.

The versatility of the Smith Center has been enhanced by additional structures built by high school students participating in the school system's Construction Trades Project. These structures include a pavilion poultry house, barn, shed, tree house, solar building, covered bridge, and storage shed for high adventure equipment. A planetarium has been housed in the adjacent nature center, and a private firm has erected an electricity generating windmill on the site. A pioneer farmstead with authentic log buildings is a joint project of the park department and the Smith Center.

The rented centers used by Montgomery County Public Schools include Mar-Lu-Ridge, located in the Catoctin Mountains and overlooking the Potomac River; Summit Lake near Camp David and also in the Catoctin Mountains; Glenkirk, on Lake Manassas near Manassas National Battlefield Park in Virginia; and Camp Letts on the Rhode River south of Annapolis and near the fossil-rich Calvert Cliffs of Chesapeake Bay.

Because of its accessibility, most disabled students are scheduled at the Smith Center. However, increasing numbers are requesting scheduling at the rented centers. Many students participate in the outdoor education program for more than one year; and as staffs are becoming more comfortable working in the outdoors, they see some advantage in taking the same students to different sites each year.

Animals are always an attraction and rabbits, goats, and sheep are fed and fondled by thousands of students annually.

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Program Description

Montgomery County Public School is a large school system with an enrollment of nearly 100,000. It provides a continuum of programs to students from pre-school through age 20 whose needs exceed what the regular program can provide. Most of these activities are offered in the regular schools, but some special schools or alternative centers are operated. The alternative centers differ in the age ranges and nature of disabling conditions served. Their primary mission is to provide an appropriate, individualized education program for students whose needs are more severe and complex than can be met in a typical school. Specialized programs and services are provided for students who are mentally handicapped or have speech, hearing, vision, emotional, or physical disabilities. Requirements have been set and procedures developed to move students from the centers to programs within the regular schools whenever possible. Nevertheless, some of the students require a specialized school environment for most or all of their public education because of the nature of their handicaps.

Concord, Longview, and Stephen Knolls Schools serve moderately retarded students, ages 5 to 21, from throughout the county. Severely and profoundly handicapped students also attend Longview and Stephen Knolls. Rock Terrace High School serves multihandicapped students, junior and senior high school age. McKenney Hills, Carl Sandburg, and Taylor Learning Centers and Forest Knolls Elementary School provide diagnostic and extended programs for K-6 children who are mildly handicapped, language disabled, emotionally handicapped, and/or learning disabled and who need an intensive intervention at an early age. Mark Twain School is for students, grades six through twelve, with severe emotional/

learning problems. The Regional Institute for Children and Adolescents (RICA) is a state operated facility that includes residential services for severely emotionally handicapped students from Montgomery and Frederick Counties. There are also five Secondary Learning Centers which operate as schools within other schools. All of these schools, except some of the Secondary Learning Centers, participate in the residential outdoor education program.

Most of the special schools are scheduled for four days and three nights, while others request three days and two nights or five days and four nights. All sixth graders participate in a five-day, four-night program, and special education students in these schools spend the same amount of time. Approximately 800 special education students participate in the residential program with just over 300 coming from the alternative centers.

Although the program operates year-round, most of the special schools are scheduled in the fall or spring. The sixth grade curriculum emphasizes field studies of local ecosystems (fields, forests, ponds, and streams), local history, use of map and compass, night hikes, and astronomy. With other students, variations occur depending on the background and abilities of the students. In the final analysis, the staff of each learning center decides the content of its program with help and advice from an outdoor education specialist.

In addition to the residential programs, handicapped students also are involved in day-use programs at the Smith Center. They may use the confidence course, learn about the animals as they care for them, participate in a pioneer living program as the farmstead, or utilize any of the instructional areas unique to the facility and site.

The trust circle is the first event all students participate in on the confidence course.

Administrative Structure

Montgomery County's outdoor education programs are administered by an outdoor education coordinator who reports directly to the deputy superintendent of schools. The coordinator's job is somewhat like that of the principal, with the student body changing every week. In addition, the coordinator has responsibility for programs at the rented outdoor education centers. At all centers,

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the coordinator is assisted by an outdoor education specialist who functions as an on-site coordinator. Since four centers may be operating at any one time, there are four such positions. The staff at the Smith Center also includes a day-use coordinator for the approximate 8,000 students a year who use the center on a daily basis, a librarian who assists teachers with materials and programs, and an alternative teacher who conducts an incentive program for potential high school drop-outs.

The supporting services staff includes four building service workers, one and one-half secretaries, four kitchen staff, and a health room aide provided by the County Health Department. There are also nurses employed at each rented center and a bus driver at one center where several field trips are incorporated into the program. Throughout the year, high school and college students intern at the Smith Center. All staff work with disabled students from time to time, but none have this responsibility exclusively.

All teachers involved in the program must participate in an on-site workshop at the center to which their school is scheduled. The school system's Division of Career Programs offers a three credit course, "Teaching Techniques for Outdoor Education", each semester. Afternoon and weekend workshops are offered at the Smith Center on such topics as "Pioneer Crafts", "Orienteering", and "Confidence Course Certification". The outdoor education specialists and librarian conduct demonstration lessons when requested and as their schedules allow.

The outdoor education program is an approved part of the Program of Studies for the sixth grade. However, as other schools or grade levels identify parts of the curriculum which can be taught better outdoors, they are scheduled at a center as time and space permits. All schools scheduled at the outdoor education centers are part of Montgomery County Public Schools and as such are technically

under the direction of a seven member elected board of education.

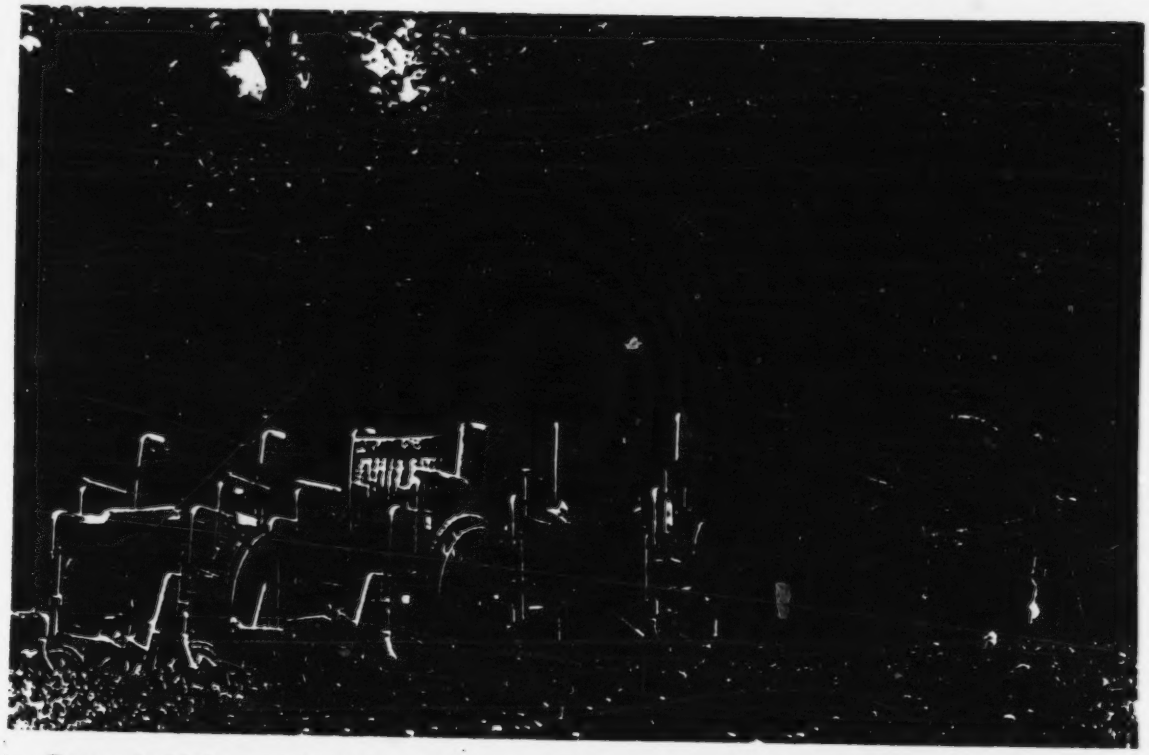
While the Smith Center is a school facility, it is located in a park which is governed by the Maryland National Capital Park and Planning Commission. Since most instructional activities are conducted in the park, a close working relationship is maintained with the park department. Specifically, monthly "Park Improvement Meetings" are held with the staff of the Meadowside Nature Center, which is adjacent to the Smith Center. The staffs work well together and the two agencies are able to accomplish much cooperatively.

Funding

Students participating in residential outdoor education programs pay a fee depending on the length of the program. These fees cover rental charges, food service, student insurance, and other incidentals. Since the school system owns the Smith Center, no rental is involved and consequently the fee would be lower, however, expenses are prorated and students pay the same fee regardless of which center their school is assigned. Financial assistance is budgeted for students who cannot afford the fee.

Agreements between the school system and camp management allow schools to bring one staff member free for every six paying students. With special schools or classes, the ratio is one to four.

In addition to fees to cover the costs for some students, the school system also pays utility costs while students are at rented centers, salaries for the outdoor education specialists and other personnel at the Smith Center, and substitute funds to enable one teacher to participate for every fifteen students. Teachers also receive a $30 stipend for each night they spend at a center. Transportation costs are paid for by the state. The current operating budget is in excess of $500,000, approximately 3/5 of which is paid by student fees.



Empty wheelchairs are replaced by a full hay wagon of happy homesteaders in the Pioneer Living Program.

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Summary

Montgomery County Public Schools conducts extensive residential outdoor education programs for over 9,000 students annually. Approximately 800 of these students are classified as disabled. About a third of the total number are scheduled at the school system's Lathrop E. Smith Environmental Education Center. The rest attend one of four rented centers located outside the county. Scheduling is based on individual school needs and preferences.

Academic studies are planned around areas of the curriculum that can be learned better outdoors than indoors. Study of different ecosystems, local history, and use of maps and compass are emphasized. The students' regular teachers accompany them to the outdoor education center and do most of the teaching. One outdoor education specialist at each center assists with planning and teaching at the center and in-service activities prior to the experience.

Courses and workshops are held each semester to familiarize teachers with the instructional possibilities and teaching strategies appropriate to the outdoors.

Students pay a fee to cover most costs of the program, but financial assistance is available for students who cannot afford the fee.

In addition to residential outdoor education programs, nearly 8,000 students a year participate in day-use activities which utilize the unique instructional features of the Smith Center.

Additional information can be obtained by contacting:

Outdoor Education Coordinator
Lathrop E. Smith Environmental Education Center
5110 Meadowside Lane
Rockville, MD 20855

(301) 924-2626

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Portage Slide

Photo Credit: Courtesy of J. Merritt

MINNESOTA OUTWARD BOUND AND THE PHYSICALLY DISABLED

Ely, Minnesota

by Susan Kaplan
Co-ordinator of Special Programs

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"Your disability is your opportunity." Kurt Hahn

Introduction

The Minnesota Outward Bound School is one of six OUTWARD BOUND schools in the United States. Originating in Britain in 1941, OUTWARD BOUND was designed to train young British seamen to cope with extended exposure on the sea by developing in them the will and confidence to survive. Since that time, OUTWARD BOUND programs have expanded to include courses for adults, businessmen, women, juvenile delinquents as well as becoming a supplement for educational, corporate, and social service programs.

The Minnesota school holds its courses in the Boundary Waters Canoe Area of Northern Minnesota and the Quetico Provincial Park in Canada. A course layout for summer may include: physical conditioning, first aid, food and menu planning, environmental protection, canoeing and portaging skills, rock climbing, whitewater, and search and rescue. The expedition includes a solo experience. A final expedition planned and led by students with minimum supervision from their instructors, a marathon event, and a service project complete the course.

The school program site is located outside of Ely, Minnesota on Birch Lake. There are two main buildings at the site, one which houses the site's offices and dining/cooking facilities, another which has all of the trip equipment. Tent platforms provide housing for students and many staff; a few cabins house permanent or full-time residents.

Due to the nature of its curriculum, OUTWARD BOUND initially assumed its courses prohibited participation of people with physical disabilities. The courses are in remote wilderness areas; groups are self-sufficient; travel is strenuous; and obstacles to mobility are frequent.

Minnesota OUTWARD BOUND's (MOBS) project with the physically disabled began in 1975. (The original plan was to bring disabled people to the site [Homeplace], so nondisabled participating students could share their newly acquired skills with the disabled as part of a service project.) Professionals from around Minnesota were consulted and all were enthusiastic about the inclusion of the disabled. The collective opinion was that the disabled were capable of an OUTWARD BOUND experience if given a carefully designed program, properly trained staff, and a trained medical assistant. The inclusion of able-bodied students was seen as a benefit to both the disabled and the able-bodied participant. Given the unique environment an OUTWARD BOUND course provides, the need to work together was seen as a significant plus to enhance the relationship between both parties.

The disabled project was under Project Centre, a separate part of the MOBS program that elicits its own funding and pilots special programs. The project stayed under Project Centre from 1975-1978 as MD 1 - MD 4.

MD 1 was the school's "trial run". The course had consultants who afterwards enthusiastically agreed to the continuation of the program. Through these consultants, half of which still participate in staff trainings, a cadre of people with the experience and knowledge needed to improve course design has developed.

Some Highlights of the Last Five Years:

MD 3 1977. A seven minute film of portions of MD 3 was made by PBS affiliate, WNVT, Annandale, Virginia.

MD 5 1977. During this special program, courses were expanded from 9 to 14 days, the first disabled intern was hired for the course, and MD 5 became a part of the standard course curriculum.

MD 6 1980. Two disabled interns were hired, one for the entire summer. Additional highlights included the taping of segments of MD 6 by "World of People" film crew; and the Department of the Interior naming MOBS the recipient of the Heritage Award for its advancing the use of wilderness areas for disabled individuals.

MD 7 1981. Two disabled assistants were hired for the course.

Photo Credits Courtesy of S. Thomas

Etriers/Ropes Course

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Philosophical Assumptions and Operational Principles

The following assumptions and principles are dynamic and evolutionary in nature. The way in which each instructor and student, who form the group, develop them is a continual process of arriving rather than a place at which one arrives.

Philosophical Assumptions

The MOBS program is based on the assumptions of equality, growth, freedom, natural order of things, and caring. Further explanation of these philosophical assumptions follows.

Equality. Human beings are of equal worth.

Growth. Every human being has the ability to change and grow.

Freedom. Being able to think, choose, and act responsibly without arbitrary restrictions allows for the full development of human potential.

Natural order of things. Humans are a part of Nature and have a responsibility to act in ways which do not upset the natural cycles and balances of the planet.

Caring. "In the sense in which a person can ever be said to be at home in the world, he/she is at home not through domineering, or explaining, or appreciating, but through caring and being cared for." Meyeroff, On Caring.

Operational Principles

In addition to the assumptions, the MOBS program is guided by the following operational principles.

- Significant and long-lasting learning can be achieved through an intensive short term experience.
- The MOBS program offers an opportunity for participants to develop and exercise leadership ability.

- It is an important individual learning experience to be a part of a small group involved in stressful adventures.
- Respect for others is a healthy basis for interaction.
- The MOBS program has the capacity to develop compassion and self-respect.
- Awareness of personal potential can be heightened by participation in challenging experiences.
- A period of solitude provides an opportunity for a greater understanding of self.
- The MOBS program allows individuals to discover that they are responsible for decisions affecting their lives.
- Learning how to make decisions occurs by deriving solutions rather than receiving them.
- Thoughtful expression of one's experience increases its value.

Specific Goals for the Disabled Course

In 1976, Project Centre developed specific goals for the disabled course, which along with the above, are the basis from which the courses operate.

- Persons with physical disabilities face many barriers to participation in normal life. Physical access to public facilities is often difficult, and so the wide variety of experiences necessary for social and intellectual stimulation are not as available to them. They also face barriers in regard to expectations of the able-bodied and may often find themselves patronized and/or ignored. This may limit the establishment of varied and rich interpersonal relations.
- As a result of these psychological and physical barriers, many disabled people lack self-confidence and question their ability to contribute productively to society. The individual may thus develop personal psychological barriers and become overly dependent on others, cutting themselves off from many activities enjoyed by the able-bodied.
- By implementing an OUTWARD BOUND course for the physically disabled, MOBS can open an area of experience (i.e., wilderness travel) not generally available to them, provide a supportive environment for exploring and testing personal limitations and self-esteem, and encourage the development of relationships between able-bodied and disabled that spring from shared experiences.

- In addition, it was the intent of MOBS through this project to:

  a. develop the capability to offer a program for the disabled as a standard course of the school, and

  b. encourage and assist others in the development of similar programs.

Facility/Course Description

Facility Adaptations

The MOBS site has varying levels of accessibility. The newest building has been constructed to code, with ramps to the waterfront, accessible washrooms, etc. Ramps to the student cabins, trips house, and student wash house are minimal at best, and not up to code.

The activity sites, ropes and rocks are easily wheeled or walked to, as they are on a main road. However, they are quite a distance (3/4 mile to the ropes course) from the cabins.

The main mode of wilderness travel is by canoe and portage. Trails are cut between lakes, but they are not very accessible. In 1978, a canoe seat-back for paraplegics, persons with weak muscles, and persons with balance problems was developed. Extra padding is used to lessen the danger of pressure sores.

Equipment Adaptations

Over the years, equipment has been refined, changed, and adapted for the various skills taught. Some of the adaptations are as follows:

Rock climbing. Chest and seat harnesses are used in this exercise to give greater stability to the climber. Methods of anchoring wheelchairs have provided a more secure base from which to belay. At times, other climbers positioned

below the disabled climber act as an extra foothold. (A fisted-up hand on which to rest a leg is very helpful.) Very easy beginning rock climbs enable all a chance to test their limits.

Photo Credit: Courtesy of M. Lavigne

The Wall

The wall. Standing fourteen feet high and constructed of wood, each of the participants experience a strong incentive to conquer this formidable structure. Initially, the wall was set up with a lashed beam and pulley system to hoist people who could not climb on their own, the challenge during recent years has been to get everyone over the wall without the use of mechanical aids. (The 1980 marathon saw one brigade with three chairs and one tripalegic get everyone over in seven minutes.)

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Ropes course. On the zip wire, a pulley system hoists those who cannot climb up the ladder to the platform. On the tarzan swing, people use their arms to mount the ladder. On the atrier (ay-tree-ay), a seat harness is attached with extra webbing slung over the beam so that a person can sit (rather than stand in the leg loops) and go from hook to hook. The ropes course still presents problems for some of the disabled, but each year additional sections are tested and adapted.

Swamp walk. Originally, the swamp walk was an initial welcome to the Northwoods exercise. Now, it is used as a group problem-solving activity in which everyone must get through the swamp together (the mud is neck deep in places).

Whitewater. Persons with balance problems sit rather than kneel on the bottom of the canoe for better leverage and stability. The instructors encourage all students to be as independent as possible. For the disabled, this may mean not carrying anything on a portage, rather just making it to the end by getting in and out of the canoe without falling in the water.

Marathon. On the last day of an OUTWARD BOUND course, some type of intense activity is conducted. Canoeing and running (or wheeling) are combined. The course is adapted and students contract to complete a certain amount, whether it's one-half or seven miles.

As a result of course experimentation during MD 1 and MD 2, the course for the disabled was seen as not needing all the cautions, restrictions, and limitations set up by the first course. The staff and consultants realized that one specific program design was not appropriate. The disabled people who attended made the course (as in standard courses); thus there was no set way to

do anything. This attitude change enabled staff and students to look at their biases and develop a more open-ended course format that enabled everyone to strive to achieve personal limits. The special course for the disabled has become an OUTWARD BOUND course with specific needs, just like the women's course, the junior's course, and manager's course. Therefore, the course has become equal with the other courses.

Health and Safety

All activities on OUTWARD BOUND courses are conducted within strict safety guidelines and are closely monitored by experienced instructors.

Safety related instructor-student ratio. A common ratio of instructors to students on OUTWARD BOUND courses is 1:4. This ratio is maintained on the disabled courses and increased at speciality sites (rocks and ropes) to help alleviate any problems that could arise.

First-aid preparation. First-aid sessions frequently focus on the specific disabilities in the brigade.

Expedition routes. Initially, expedition routes were carefully selected in terms of the assumed mobility and adaptability of the disabled. As expectations have changed, this has been abolished.

Instructor awareness. Programatically, the only difference between this and other courses is the time it takes to accomplish certain tasks, and the knowledge the instructors need concerning the various disabilities in the brigade.

Incline Beam

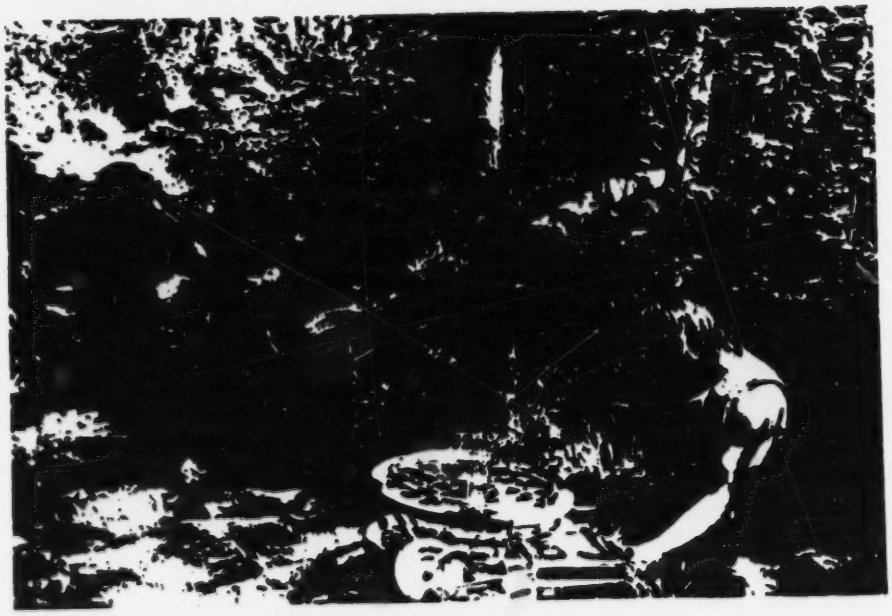

Photo Credit: Courtesy of S. Thomas

The Expedition

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Health Related

Injury Prevention. Care has to be exercised in portaging. Falls are a constant hazard. Danger of pressure sores and tissue breakdown resulting from abrasion has to be monitored and may necessitate frequent stops, more rest periods, etc.

Physical effects from new experiences. Diet high in carbohydrates, water high in mineral content, and physical exertion all combine to disrupt bowel and bladder programs. The use of Kaeopectate is encouraged before attending the program.

Fatigue awareness. Low fatigue levels of some disabilities, especially Multiple Scelerosis, dictate extra caution.

Prevention of hypothermia. Hypothermia can be a major hazard in a water-based program, especially for those with poor stamina, resistance, or circulation. Adequate food, clothing, and monitoring of fatigue levels are very important.

Admissions and Enrollment

The nature of the courses, their objectives, and the medical skills of staff place limits on the degree of severity of disabilities allowed on the courses. Disabled participants are required to be independently mobile and in control of their personal care and hygiene programs. A medical form designed to give more detailed information about the applicant's particular disability and its effects is obtained. This form is reviewed by professional medical personnel retained for this purpose.

Photo Credit: Courtesy of M. Lange

Northwoods Fashion

Climbing

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Enrollment is monitored to insure a balance of disabled to abled-bodied, men to women, and a broad range of disabilities. Nineteen is used as a minimum age, though ages have varied from eighteen to forty-six.

One 14-day course per summer season is held for disabled students. It has two brigades, with eight students in each (half of which can be disabled). The goal is for half of the brigade to be able-bodied and half disabled. The trend has been for a greater number of students to be able-bodied.

Types of Disabilities on the Courses

Types	Total for Six Years
Paraplegia	17
Congenital Deformity	3
Post Polio	3
Cerebral Palsy	8
Guillan Barre	1
Above knee amputee	5
Multiple Sclerosis	3
Muscular Dystrophy	2
Parkinsons Disease	1
Sight Impaired	4
Quadraplegia	1
Triplegia	1
Neurological Dysfunction	1
TOTAL	50

Administrative Structure

Instructors for all disabled courses are selected from the MOBS staff. Selection is based on extended experience in OUTWARD BOUND, personal style, and interest in the course. Training prior to this course addresses the various disabilities that will be encountered, increasing the instructor's knowledge and understanding of disabilities. Disabled consultants explore knowledge and attitudes about the disabled with the staff and visit the various areas of the course to identify possible course limitations or possibilities. Movies,

discussions, and readings are also part of the three to four day training session held prior to the course. Planning and the training take place at the Ely site. The staff also participate in a post course wrap-up and evaluation. The instructor and course director evaluate and synthesize what occurred during the course and determine ways to improve the format for the next year. The recommendations are documented for the next year's program.

Instructors are skilled in the techniques of safe backcountry living. Also, they must be sensitive to the progress of each student and the process by which to facilitate that growth. Failure as well as success is treated as an important learning opportunity, problems are posed to encourage students to reach beyond themselves and the brigade. Students are guided from dependence on the instructor, to interdependence among its members.

The disabled program has a maximum of two instructors per brigade. One course director oversees the two brigades, facilitates the logistics, and helps with any problems that may arise. The disabled course is one of thirty courses offered in the summer program, and the instructor pool numbers sixty.

Since it is included in the standard course curriculum, the course does not have a budget of its own. Equipment purchased for this program totaled $1,000, with monies obtained through a McKnight foundation grant. Other expenditures come out of the school's program budget. Course costs are $625. Seventy-five percent scholarships are available for students, as well as loans.

Is It Successful?

OUTWARD BOUND and other wilderness programs are feasible for people with moderate to severe disabilities. Immediate gains in attitudinal changes for both able-bodied and disabled have been documented. For some, the "magic"

Photo Credit: Courtesy of S. Thomas

The Swamp

Photo Credit: Courtesy of S. Hopkins

The Woods

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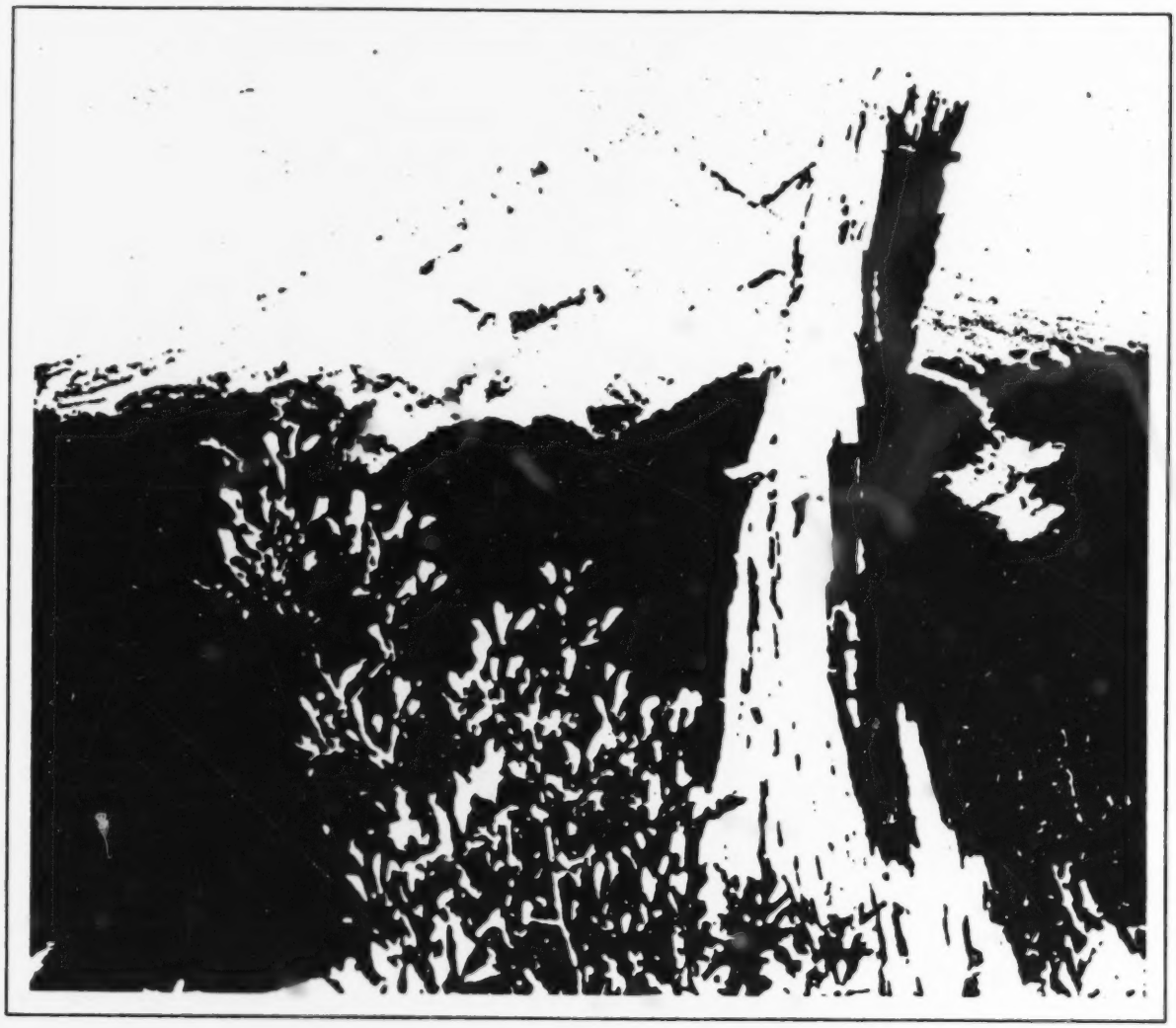
stays for a longer period of time. The school has provided the impetus for changes in the world of therapeutic recreation.

For additional information about the Minnesota Outward Bound and the Physically Disabled contact:

Coordinator of Special Programs
Box 450
Ely, Minnesota 55731

(218) 365-5761



MT. HOOD KIWANIS CAMP

Portland, Oregon

by Steve A. Brannan, Ed.D.
Program Coordinator

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Introduction

The Mt. Hood Kiwanis Camp is a specialized program in the state of Oregon that currently provides summer residential camping for handicapped persons varying in age, and type and level of disability. Plans are now being implemented to build a new facility on site that will be winterized and accommodate year-round camping, outdoor education, and recreation programs for Oregon's disabled populations. The present camp is owned and operated by the Mt. Hood Kiwanis Camp, Inc. and the summer camping program is coordinated by the Special Education Department, Portland State University, in Portland, Oregon. Located approximately 45 miles east of Portland,

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the Kiwanis camp is situated in the Mt. Hood National Forest near the base of majestic Mt. Hood in the Cascade mountain range. Rustic in nature, the campsite is surrounded by forest land, and includes a log lodge, dormitory, staff cabins, swimming pool, fishing pond, recreation field, trails, campsites, and a mountain stream.

The camp facility was originally founded and sponsored in 1933 by the Montavilla Kiwanis Club under the leadership of its president, C.O. (Cy) Genglebach. The camp initially was organized to provide camping programs for serving disadvantaged children. In the late 1950's as community needs broadened, the program changed direction to serve disabled children and youth. Increased demands for serving the disabled through camping and the need for professional expertise in program planning, implementation, and evaluation resulted in the Kiwanians seeking assistance from Portland State University in 1971. Since the summer of 1972, Portland State University, under the leadership of Dr. Steve Brannan, has been responsible for the overall administration and supervision of the Mt. Hood Kiwanis summer camp program. University involvement has substantially expanded the camp's purpose, increased the quality of the camping experience and ensured greater continuity in program development. The program now focuses on educating both handicapped campers and their counselors through a camping experience. Full-time staff and high school and university students have been recruited locally and nationally, bringing to the camp program a diversification in experience and training from various fields (i.e., special education, physical education, recreation). Teaching and research innovations have been incorporated into the program. Assessment tools have been developed to measure camper and student (counselor) achievements, the camping curriculum has been broadened and refined, instructional materials have been

developed to measure camper and student (counselor) achievements, the camping curriculum has been broadened and refined, instructional materials have been developed, individual recreation plans have been developed for campers, follow-up studies and reports have been implemented to record and determine the various outcomes of the program, training manuals have been developed for use by staff, access to the program has been expanded to include adults and severely handicapped persons, and a broader array of outdoor activities has been instigated that have carry-over value back in the community as leisure time activities for handicapped persons.

Program Purpose and Goals

The Mt. Hood Kiwanis Camp is unique in terms of philosophy, purpose, and operation. Its uniqueness is related to the persons it serves, the inter and intra-agency support provided for the operation and development of the program, and the educational and futuristic nature of the camping program. In general, the overall purpose of the camp program is twofold:

1. To provide disabled children, youth, and adults a meaningful outdoor recreation and camping experience;
2. To provide high school and adult students a meaningful training experience counseling disabled persons in an outdoor recreation and camp environment.

First, the Kiwanis Camp is devoted to serving handicapped individuals who need additional assistance in order to profit from a camping experience. All disabled groups are served at the camp, such as the mentally handicapped, emotionally disturbed, visually impaired, hearing impaired, deaf, physically impaired, and individuals with other developmental disabilities. Disabled persons who are mentally handicapped, emotionally disturbed and/or physically impaired comprise the major camper population.

Second, the Kiwanis Camp is one of the few residential camps in the country that is associated with a major university's special education department providing training to high school and college students as an integral part of the camping program for disabled persons. In addition, the majority of students who enroll in the training program are potential or practicing professionals representing the teaching profession.

Third, the Mt. Hood Kiwanis Camp is also unique because it represents a community approach to providing needed services. Working in close cooperation with Portland State University, approximately 40 Kiwanis clubs in the Portland metro area have pulled together in a unified effort to support the camp as one of their primary service projects. Community involvement has also been demonstrated through efforts by Portland State University and Kiwanis to recruit youths from various high schools in Oregon to serve as junior counselors in the camp program. Further, Kiwanians also 'team' with Portland State University to recruit undergraduate and graduate students across Oregon from special education, regular education, physical education, recreation, and related fields to serve as senior counselors at the camp. Portland State has been instrumental in recruiting counselors interested in camp training programs from the western states and nationally. Cooperative support for the camp has also grown within the University over the years, as evidenced by the increased participation of students from other programs (i.e., physical education) and the acknowledgement by the Special Education Department that the practicum experience is a valuable component of a student's total training program. It is envisioned that the international scope of Kiwanis will extend communications about the program and assist in recruiting interested students and staff in the future.

Fourth, a major characteristic and purpose of the camp is its commit-

ment to the education of both campers and counselors in the great out-of-doors. The basic commitment is based on a strong belief in the importance of education for the outdoors and 'in the outdoors'. It is also a recognition that the outdoors provides a learning setting often not attainable in school or other related community programs. High school and college students are provided with a comprehensive practicum experience with disabled youngsters in a residential camp setting. Unlike most academic training experiences, a 'twenty-four hour' camp program offers students more extensive opportunities to participate with disabled persons in a 'total' living situation. Because of increased opportunities to observe, interact, and form personal relationships with campers, students gain a better understanding and acceptance of disabled persons as individuals who have a wide range of abilities, interests, needs, and problems, and are able to view the disabled person's total development in areas such as living skills, physical skills, academic skills, camping skills, and recreational skills. They also learn that disabled persons are more like than unlike their non-disabled peers.

Lastly, and in terms of underlying benefits for campers, the Mt. Hood Kiwanis Camp program helps handicapped persons:

1. Participate in a life experience often not afforded them--the opportunity to go camping in the great out-of-doors.
2. Experience a unique program of mountain camping designed for persons with special needs.
3. Experience fun and enjoyment in a one-week camping session.
4. Gain new experiences, skills, and interests in a success-oriented program stressing a wide variety of outdoor activities.
5. Participate in residential camp living that promotes personal and social development.
6. Gain an aesthetic and spiritual appreciation of the natural environment and develop positive feelings and memories about camping as an enjoyable and worthwhile leisure experience.

Facility and Site Description

Mt. Hood Kiwanis Camp is located about seven miles east of Rhododendron, Oregon, just off highway 26 on the southwest side of Mt. Hood at the 3,000 foot level. The camp has traditionally been located on nine acres of land, but with the acquisition of the adjacent Barlow Campground in the 70's from the Forest Service, the total site has been expanded to include 20 acres of forest land. The oldest building at the camp is a two-story log lodge which contains the camp kitchen, dining and meeting area, a large rock fireplace, and an upstairs camp office and sleeping area for staff. The newest structure is a maintenance building which is the first of a series of buildings to support the new year-round facility. Additional buildings include the director and assistant director's cabins, a staff cabin, the nurse and cook's quarters, the caretaker's house, laundry facility, and dormitory adjacent to the lodge for campers. Walkways to and between the lodge and dormitory make them accessible to physically disabled campers. A small artificial fishing pond has been created and is normally supplied with trout by the U.S. Fish and Wildlife Service. On the grounds close to the lodge and dormitory is a swimming pool, crafts kiosk, campfire pit, and assembly area. An upper recreation field is used for various sports. A riding facility has been developed and includes horse stalls, an instructional corral, and riding ring to support the camp's equestrian program. A recent development in the upper Barlow campground has been the construction of a ropes course incorporating Project Adventure concepts. The majority of camp acreage consists of forest land interspersed with trails, campsites, and the Little Zigzag River which flows along the northern boundary of the site.

View of Mt. Hood

Of special interest, three historic resources exist within the camp area. A segment of the Barlow Road (Oregon Trail) flows through the camp area. This road was used from about 1860 to 1926 as an important travel way between eastern Oregon and western Oregon. The old Barlow Campground, provided to the Kiwanis Camp in 1974, was first developed by the Forest Service in 1927 and still contains well defined stone work, stone fireplaces, and old picnic tables made by the Civilian Conservation Corps (C.C.C.) during the thirties. The Kiwanis Camp Lodge was built in 1934. The architectural characteristic of the lodge is classic rustic log building, which includes a wide full porch across the front and a beautiful stone fireplace and chimney.

The campsite and surrounding area is famous for its wild vegetation. The giant Douglas fir is the predominant tree, but other species found in

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Present dining area

the general area include hemlock, lodgepole pine, silver fir, engleman spruce, white pine, and western red cedar. The rhododendron bush is the predominant type of ground vegetation, but other species that flourish include salal, Oregon grape, prince's pine, goat's beard, and bracken fern. The climate of the area is ideal for year-round outdoor recreation, with warm summers followed by winters that provide sufficient snowfall to support most winter sports.

The camp is surrounded by thousands of acres of the Mt. Hood National Forest Recreation Area. Consequently, the camp program is able to take advantage of the scenic areas, parks, mountain trails, lakes, rivers, and historic sites that are within a short walking (one to three miles) or driving (six to eight miles) distance from the camp.

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Program Description

Method of Operation

The Mt. Hood Kiwanis Camp provides residential camping for the disabled coupled with a training program for students who serve as counselors. The camp is co-educational and operates eight one-week camping sessions for different groups of disabled populations ranging in age from nine through twenty-one years. Campers are bused to and from the camp, arriving during early afternoon on Sunday and returning during early evening on the ensuing Friday. The first week of camping usually begins during the middle of June

1:2 counselor to camper ratio

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and the last camping session is normally completed by the middle of August. For counselors, the camp operates four, two-week training sessions for different groups of high school and college students during the same time period. Each week the campers are divided according to sex, age, type of disability, and/or ability levels into four cabin groups for more effective programming. One full-time supervising counselor and at least four counselors in training are assigned to each of the four camper groups which consist of approximately ten campers. A 1:2 counselor to camper ratio is desired in the program so that counselors are able to provide meaningful instruction and more closely supervise campers.

Camper Curriculum

Campers at the Kiwanis Camp experience a week of extensive outdoor activities in a mountain setting. By merit of the camp's strategic location in the Mt. Hood National Forest, they are exposed to a variety of outdoor experiences within and beyond the actual campgrounds. Outdoor activities are planned for campers in the areas of nature study, camping, safety and survival, arts and crafts, sports and games, personal and social development, and cultural enrichment. The campers, assigned by group, are scheduled into specific instructional sessions in several of the above mentioned areas. Instruction covers activities such as firebuilding, tenting, plant identification, hiking, overnight camp-outs, outdoor cooking, fishing, swimming, archery, physical fitness, nature crafts, horseback riding, boating, and drama. Because of the small counselor-to-camper ratios, campers receive an extensive amount of individualized instruction in specific outdoor skills and in personal/social development. Through the week, campers also share in group planning sessions, group songs, skits, performances, and achievement awards. They usually participate in one overnight camping experience away

from camp where they are able to apply previously learned skills. Campers end their week of camping with a field trip to Timberline Lodge to view this national historic landmark, partake in a grounds beautification project, ride the chairlift up the mountain, and swim in the lodge's heated pool.

Counselor Curriculum

A major experience for counselors in training is related to developing, implementing, and evaluating planned recreation programs for individual campers. During the first day of each new camper week, counselors observe their assigned camper(s) participate in a variety of pre-determined outdoor activities. All of these activities, plus many other potential ones, are

Happy faces at the end of the camping week

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included on an Experience Skills Checklist provided counselors for each camper (See Figure 1). Data from such counselor observations provide initial information indicating the camper's particular interests, plus ability levels and are recorded by the counselor on the individual's checklist. The data also form the basis for determining the instructional needs of each camper that may be addressed by his/her counselor.

Using such information, counselors later develop an instructional plan for their camper(s), writing the specific objective(s) and teaching strategies on an Individual Recreation Program (IRP), and implementing the program with their camper(s) during the course of the week. Counselors who usually have a select time each day to work with campers on the individual programs, utilize the IRP as a teaching plan and record data on the form to indicate the camper's progress in achieving the learning objective. As counselors direct, supervise, instruct, and observe campers in a wide variety of recreation and daily living activities, they continuously record data on each camper's Experience Skills Checklist to indicate the person's achievement levels in these areas. At the end of the week, counselors transfer evaluations onto a carbonated checklist form so that copies can be distributed to the camper's parents and school program in the community. In addition, counselors complete a brief Camper Evaluation Summary on a carbonated form that is similarly distributed. Using the total experience with campers during the week, plus information on the Experience Skills Checklist and the IRP regarding the person's achievements, counselors summarize each camper's special interest, completed IRP's, management techniques found to be effective, and areas of special achievement on the Camper Evaluation Summary Report (See Figure 2). In addition to the training benefits of the above mentioned tools for instruction and evaluation, they serve as valuable records for documenting and communicating pertinent information regarding the camper's achievements, interests, etc. to parents and

Figure 1

PORTLAND STATE UNIVERSITY
SPECIAL EDUCATION DEPARTMENT

OUTDOOR EDUCATION/RECREATION EXPERIENCE/SKILL CHECKLIST 1981 MT. HOOD KIWANIS CAMP PROGRAM

EVALUATION SYSTEM

NA NOT OBSERVED OR EMPLOYED WITH CAMPER
1 PERFORMS WITH PHYSICAL AND VERBAL ASSISTANCE
2 PERFORMS WITH VERBAL ASSISTANCE
3 PERFORMS INDEPENDENTLY

Name of Camper _____

Date of Session:

- ☐ June 21 - July 6
- ☐ June 28 - July 3
- ☐ July 5 - July 10
- ☐ July 12 - July 17
- ☐ July 19 - July 24
- ☐ July 26 - July 31
- ☐ August 2 - August 7
- ☐ August 9 - August 14

1.0 PERSONAL/SOCIAL

____1.1 Communicates needs/ideas
____1.2 Initiates communication
____1.3 Initiates tasks
____1.4 Completes tasks
____1.5 Accepts challenges
____1.6 Follows one direction at a time
____1.7 Follows more than one direction at a time
____1.8 Socializes with others
____1.9 Respects rights/property of others
____1.10 Assists others
____1.11 Develops a friendship(s)
____1.12 Remains with group
____1.13 _____
____1.14 _____
____1.15 _____
____1.16 _____

2.0 SELF-HELP

____2.1 Dresses/undresses self
____2.2 Washes/showers self
____2.3 Brushes teeth
____2.4 Practices acceptable eating/table habits
____2.5 Repects belongings after use
____2.6 _____
____2.7 _____
____2.8 _____
____2.9 _____

3.0 NATURE CRAFTS

____3.1 Recognizes various colors/textures
____3.2 Uses tools/materials correctly
____3.3 Paints with materials/tools
____3.4 Selects own project
____3.5 Completes project/follows sequence
____3.6 Works neatly
____3.7 Helps with clean-up
____3.8 Utilizes a variety of materials
____3.9 _____
____3.10 _____
____3.11 _____
____3.12 _____

PROJECTS

____3.13 Makes a name tag
____3.14 Makes a project with natural materials
____3.15 Makes a notebook/journal
____3.16 Works with clay
____3.17 Helps in group project
____3.18 _____
____3.19 _____
____3.20 _____
____3.21 _____

4.0 MUSIC/DRAMA

____4.1 Listens to music/drama
____4.2 Employs hand/body movements with music/drama
____4.3 Pantomimes
____4.4 Moves in rhythm
____4.5 Sings familiar songs
____4.6 Sings new songs
____4.7 Plays a rhythm instrument
____4.8 Creates/contributes skit material
____4.9 Participates in skit according to plans
____4.10 Imitates during skit
____4.11 Creates a story/poem
____4.12 _____
____4.13 _____
____4.14 _____
____4.15 _____

5.0 NATURE

SOIL/ROCK

____5.1 Discovers unique characteristics of rock (i.e., weight, size, smoothness, roughness)
____5.2 Discovers unique characteristics of soil (i.e., composition, smell, moistness, dryness)
____5.3 Communicates proper subgroup names (i.e., clay, sand, pebbles, boulders)
____5.4 Describe purpose in nature's web (ecosystem; i.e., water flow, erosion)
____5.5 Describes man's responsibilities to environment (i.e., not littering or stripping areas of resources)
____5.6 Practices conservation
____5.7 _____
____5.8 _____
____5.9 _____
____5.10 _____

WATER

____5.11 Discovers unique characteristics of water (i.e., movement, temperature, smell, wetness)
____5.12 Communicates proper subgroup names (i.e., Mirror Lake, lake, stream, pond)
____5.13 Describes purpose in nature's web (ecosystem; i.e., plant growth, home for animals)
____5.14 Describes man's responsibilities to environment (i.e., not polluting, water rationing)
____5.15 Practices conservation
____5.16 _____
____5.17 _____
____5.18 _____
____5.19 _____

PLANTS

____5.20 Discovers unique characteristics of plants (i.e., color, forms, fragrance)
____5.21 Communicates proper subgroup names (i.e., Rhododendron, shrub, flowers, tree)
____5.22 Describes purpose in nature's web (ecosystem, i.e., plants relation to food chain, oxygen and air, soil)
____5.23 Describes man's responsibilities to environment (i.e., preserve forests, care for own plants)
____5.24 _____
____5.25 _____
____5.26 _____
____5.27 _____

ANIMALS

____5.28 Discovers unique characteristics of animals (i.e., color, smell, anatomy of fish)
____5.29 Communicates proper subgroup names (i.e., Rainbow Trout, fish, mouse, insect)
____5.30 Describes purpose in nature's web (ecosystem; i.e., food)
____5.31 Describes man's responsibilities to environment (i.e., preserve species, help maintain balance, hunting season)
____5.32 _____
____5.33 _____
____5.34 _____
____5.35 _____

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ATMOSPHERE

____5.36 Discovers unique characteristics of atmosphere (i.e., warmth of sun, coolness of shade, wind, rain)
____5.37 Communicates proper subgroup names (i.e., Big Dipper, star, wind, rain)
____5.38 Describes purpose in nature's web (ecosystem; i.e., heat from sun, sunlight and water for plants/animals)
____5.39 Describes man's responsibilities to environment (i.e., gas pollution, aerosols, burning trash)
____5.40 _____
____5.41 _____
____5.42 _____
____5.43 _____

6.0 CAMPING

PREPARATION

____6.1 Rolls/unrolls sleeping bag
____6.2 Carries own gear
____6.3 Packs a pack
____6.4 _____
____6.5 _____
____6.6 _____
____6.7 _____

FIRE/MAINTENANCE

____6.8 Cleans area for fire
____6.9 Gathers wood for fire
____6.10 Breaks wood
____6.11 Builds fire
____6.12 Maintains (feeds) fire
____6.13 Assists in extinguishing fire
____6.14 Stays appropriate distance from fire
____6.15 Cleans up camp area
____6.16 _____
____6.17 _____
____6.18 _____
____6.19 _____

MEALS

____6.20 Prepares own meal outdoors
____6.21 Cooks own meal outdoors
____6.22 Sets table
____6.23 Clears table
____6.24 Cleans utensils outdoors
____6.25 _____
____6.26 _____
____6.27 _____
____6.28 _____

7.0 PHYSICAL DEVELOPMENT

MOBILITY

____7.1 Negotiates camp area
____7.2 Negotiates paths and trails
____7.3 _____
____7.4 _____
____7.5 _____
____7.6 _____

STRENGTH/ENDURANCE

____7.7 Walks daily to program sites
____7.8 Completes daily calisthenics
____7.9 Hikes to near distant ion (1/4 mile)
____7.10 Hikes to far destination (1/3 mile)
____7.11 Backpacks own gear
____7.12 _____
____7.13 _____
____7.14 _____
____7.15 _____

8.0 SPORTS/GAMES

GENERAL

____8.1 Shoots bow and arrow at target
____8.2 Plays softball
____8.3 Participates in small group games
____8.4 Participates in large group games
____8.5 _____
____8.6 _____
____8.7 _____
____8.8 _____

FISHING

____8.9 Casts a line
____8.10 Operates a fishing pole
____8.11 Hooks a fish
____8.12 Lands a fish
____8.13 Cleans a fish
____8.14 Cooks a fish
____8.15 _____
____8.16 _____
____8.17 _____
____8.18 _____

SWIMMING

____8.19 Enters pool safely
____8.20 Sits/walks in water
____8.21 Puts face in water
____8.22 Blows bubbles
____8.23 Plays in water
____8.24 Jumps into water
____8.25 Floats/kicks with floating device
____8.26 Floats floats

____8.27 Back floats
____8.28 Prone glides/kicking
____8.29 Back glides/kicking
____8.30 Swims (dog paddles, crawl)
____8.31 _____
____8.32 _____
____8.33 _____
____8.34 _____

BOATING

____8.35 Puts on life jacket
____8.36 Enters/exits boat
____8.37 Paddles/rows
____8.38 Maneuvers boat/canoe
____8.39 Participates in a short trip (2 miles)
____8.40 Cares for equipment
____8.41 Practices safety rules
____8.42 _____
____8.43 _____
____8.44 _____
____8.45 _____

HORSEBACK RIDING

____8.46 Follows safe conduct rules in the stable area
____8.47 Puts horses
____8.48 Grooms horse (brush, comb, hoof pick)
____8.49 Mounts horse
____8.50 Maintains balance on moving horse
____8.51 Uses cues properly to guide horse (reins, legs)
____8.52 Describes four major elements of horse care
____8.53 _____
____8.54 _____
____8.55 _____
____8.56 _____

SUPERVISING COUNSELOR:
COUNSELORS/SPECIALISTS:

Name of Camper _____ Date of Session _____

GENERAL COMMENTS:

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Figure 2

PORTLAND STATE UNIVERSITY

SPECIAL EDUCATION DEPARTMENT

CAMPER EVALUATION SUMMARY

Mt. Hood Kiwanis Camp Program

1981

_____

Name of Camper

1.0 Camper's Special Interests

1.1 _____

1.2 _____

1.3 _____

2.0 Individual Recreation Programs (I.R.P.'s) employed with camper

2.1 _____
program results

_____

2.2 _____
program results

_____

3.0 Motivation or management found effective to employ with camper

3.1 _____

3.2 _____

4.0 Areas of special achievement or success for camper

4.1 _____

4.2 _____

4.3 _____

DATE OF SESSION

____ June 21-June 26
____ June 28-July 3
____ July 5 -July 10
____ July 12-July 17
____ July 19-July 24
____ July 25-July 31
____ Aug 2 - Aug 7
____ Aug 9 - Aug 14

Supervising Counselor:
Counselor/Specialist:

teachers in the community. They also perform the educational function of communicating positive outcomes of camping for children and adults and encouraging the community to recognize the importance of recreation and leisure in contributing to the total development of the individual.

Of particular importance for the Kiwanians, camper information communicated to the parents and schools helps to substantiate the worthwhile contributions this service organization is providing the community and encourages them to continue their efforts to assist the handicapped. Lastly, the above types of educational information assist the camp staff and Portland State University in making needed changes in both the camper and counselor curriculum, as well as conducting needed research to investigate particular aspects of the total camp program.

Program Evaluation

In addition to the procedures employed at the camp to determine camper achievements, the Special Education Department faculty and the Kiwanis Camp Staff employ other methods to evaluate various aspects of the camp program.

Counselors. A Counselor Evaluation Checklist (See Figure 3) is employed by the supervising staff in conjunction with the camp director to evaluate both the program and personal/social achievements of each counselor. These staff play a leadership role in supervising and evaluating assigned counselors in their respective cabin groups during each two-week training period. The checklist criteria for evaluating counselors are shared with the counselors at the beginning of the session so they have a guide for desired performance as they work with their campers. The counselor supervisors communicate evaluation of counselors at the end of the first week, then complete a final evaluation at the end of the second week at which time they provide each counselor with a copy. The Counselor Evaluation Checklist also serves

Figure 3

Counselor Name _____

SPECIAL EDUCATION DEPARTMENT
PORTLAND STATE UNIVERSITY

Session: I II III IV

COUNSELOR EVALUATION CHECKLIST
1981 MT. HOOD KIWANIS CAMP TRAINING PROGRAM

PROGRAM RESPONSIBILITES

Code: + Yes
- No

		Comments
1.	demonstrates responsibility for the emotional and physical needs of the campers.....	
2.	creates own instructional activities for the campers.....	
3.	assesses campers and develops individual recreational programs (I.R.P.'s) based on their interests and abilities.	
4.	plans and implements individual and group instruction directed toward the campers I.R.P.'s and Experience/ Skills Checklist.....	
5.	completes weekly program requirements determined by the camp director and/or Portland State University.....	
6.	helps maintain the positive appearance of own unit and total camp area.....	
7.	provides adequate supervision for campers (ie,during specialists activity).....	
8.	meets with counselor supervisor at designated times to review own responsibilities and progress.....	

PERSONAL/SOCIAL RESPONSIBILITIES

1.	establishes a positive personal relationship with campers.....	
2.	works cooperatively under supervision of counselor supervisor and other staff.....	
3.	participates cooperatively with other counselors.....	
4.	demonstrates initiative in carrying out responsibilities..	
5.	is enthusiastic and supportive.....	
6.	maintains a satisfactory energy level.....	
7.	is organized and reliable.....	
8.	follows daily camp time schedules (on time).....	
9.	demonstrates willingness to improve own performance.....	

CRITERIA: 80% +'s TOTAL

Strengths: _____

Areas to Improve:

Supervising Counselor Date

Camp Director Date

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as a major guide in determining successful counselor performance for the assignment of course grades and recommendations for both high school and college students. Additionally, the checklist serves as an excellent student or job reference for counselors and is often employed for recruiting future persons who might progress to staff positions in the camp program.

Training. All counselors participate in evaluating various aspects of the total camp program. The Special Education Department at PSU, the camp staff, and the Kiwanis clubs who support the camp utilize this information to help evaluate the camp program and make desired changes for the ensuing year. Using a form titled Evaluation of the Mt. Hood Kiwanis Camp program (See Figure 4), counselors at the end of their two-week session rate the adequacy of the program in such areas as facilities, program and staff, supervision and instruction, and personal outcomes. Particular attention is given to determining through this evaluation the degree to which counselors judge the training program to assist them in becoming more effective counselors with disabled campers.

Parents. At the conclusion of each week's camping session, parents of campers are mailed a carbon copy of their child's completed Experience Skills Checklist and Camper Evaluation Summary reports. In addition, a Parent Questionnaire (See Figure 5) for evaluating the camp program is enclosed for them to complete and return to Portland State University. This evaluation allows the parents to report their opinions about the success of the camp program based on direct observations and/or reactions from their disabled child following his/her week of camping. In addition, the questionnaire obtains parent input on the value of the educational information describing the child's experience and achievements at camp. The parent evaluation is

Figure 4

___Junior Counselor
___Senior Counselor
___Staff

EVALUATION OF 1981 MT. HOOD KIWANIS CAMP PROGRAM

The Special Education Department at Portland State University, in cooperation with Kiwanis clubs who support the camp, need your feedback to help evaluate the Mt. Hood Kiwanis Camp Program and to make desired changes for 1982. Please evaluate by rating each of the items listed below. The rating system ranges from 1 (unsatisfactory) to 4 (excellent) with the option of NA if you are not able to evaluate the item. A comments section is also provided for you to add additional information that might be helpful to your evaluation of the Mt. Hood Kiwanis Camp Program.

RATING CODE: 1 = unsatisfactory; 2 = satisfactory; 3 = good, 4 = excellent; NA = not appropriate

Facilities/Supplies/Equipment (for campers and counselors

1. Camp location	1	2	3	4	NA
2. Sleeping areas	1	2	3	4	NA
3. Lavatory/shower facilities	1	2	3	4	NA
4. Dining hall/table seating	1	2	3	4	NA
5. Supplies/equipment available for program areas:					
Arts/Crafts	1	2	3	4	NA
Water/Recreation	1	2	3	4	NA
Fishing	1	2	3	4	NA
Outdoor Education	1	2	3	4	NA
Day/Overnight hikes	1	2	3	4	NA

Comments:

Program

6. IRP's for implementing Individual Recreation Programs for campers	1	2	3	4	NA
7. Camper Evaluation Summary to note special aspects of the camper's performance	1	2	3	4	NA
8. Experience/Skills checklist as a guide and evaluation tool	1	2	3	4	NA
9. Type of activities employed at camp:					
Music	1	2	3	4	NA
Arts/Crafts	1	2	3	4	NA
Water/Recreation	1	2	3	4	NA
Fishing	1	2	3	4	NA
Outdoor Education	1	2	3	4	NA
Day/Overnight hikes	1	2	3	4	NA
Boating (last 4 weeks only)	1	2	3	4	NA
Horseback Riding (last 4 weeks only)	1	2	3	4	NA
10. Campfires/evening entertainment for campers	1	2	3	4	NA
11. Timberline trip as a climax to week of camping	1	2	3	4	NA

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12. Assignment of campers to their camping untis ..... 1 2 3 4 NA
13. Activities designed to meet individual camper needs/interests ..... 1 2 3 4 NA
14. Overall type of camping experiences provided campers ..... 1 2 3 4 NA

Comments:

Personnel/Services

16. Food (quality and quantity) ..... 1 2 3 4 NA
17. Own supervising counselor knowledgeable and supportive unit leaders 1 2 3 4 NA
18. Camp Director in camp role (leadership) Suzanne ..... 1 2 3 4 NA
19. Asst. Director in camp role (coordination) Tom ..... 1 2 3 4 NA
20. Nurse in camp role (assistance to campers and counselors) ..... 1 2 3 4 NA
21. PSU Program Coordinator (administrator/advisory) Steve ..... 1 2 3 4 NA
22. Camp Specialist in camp role (resource instructors):

Comments:

Arts/Crafts ..... 1 2 3 4 NA
Water/Recreation ..... 1 2 3 4 NA
Outdoor Education ..... 1 2 3 4 NA
Music ..... 1 2 3 4 NA
Horseback Riding ..... 1 2 3 4 NA
Boating ..... 1 2 3 4 NA

Pre-Training/University

23. Pre-training workshop site ..... 1 2 3 4 NA
24. Time and length of Pre-training workshop ..... 1 2 3 4 NA
25. Quality of Pre-training workshop presentations ..... 1 2 3 4 NA
26. Pre-training useful for later counselor role ..... 1 2 3 4 NA
27. Counselor materials (i.e., handbook) useful resources ..... 1 2 3 4 NA
28. PSU requirements for 6 credit hours ..... 1 2 3 4 NA
29. PSU/Kiwanis Scholarship assistance ..... 1 2 3 4 NA

Comments:

Personal Outcomes

30. Increased own knowledge, understanding and acceptance of handicapped youngsters ..... 1 2 3 4 NA
31. Increased own instructional skills in working with handicapped youngsters. ..... 1 2 3 4 NA
32. Increased own awareness regarding importance of recreation and leisure time for handicapped youngsters ..... 1 2 3 4 NA
33. Gained new insights regarding future career choices related to working with handicapped ..... 1 2 3 4 NA
34. Developed positive relationships with other counselor and staff ... 1 2 3 4 NA

Comments:

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Figure 5

PARENT QUESTIONNAIRE

1981 Mt. Hood Kiwanis Camp

1. Week camper attended (check one):

_____June 21 -- June 26
_____June 28 -- July 3
_____July 5 -- July 10
_____July 12 -- July 17
_____July 19 -- July 24
_____July 26 -- July 31
_____August 2 -- August 7
_____August 9 -- August 14

2. What camping or outdoor experiences did your child seem to enjoy participating in this summer?

___sleeping in the dormitory
___fishing
___Timberline Lodge trip
___trail hiking
___overnight camping trip
___cooking own meal
___meeting new counselors
___archery
___walking in the woods
___swimming
___making craft projects
___singing
___eating at lodge
___meeting new campers
___learning about nature
___skits
___campfire
___playing games
___horseback riding
___rope climbing
___boating
___backpacking
___other_____

3. What do you think the highlight or the most enjoyable part of the camping experience was for your child?

4. Have you observed any positive or favorable changes in your child as a result of his/her participation in the camping program? If yes, please describe.

5. Did your child have any particular problems or difficulties while at camp? If yes, please describe.

6. Any suggestions or other comments that might assist the camp staff in improving the camping program for the future?

7. Is the Experience/Skill Checklist helpful in describing your child's overall performance at camp? ___Yes ___No

8. Is the Camper Evaluation Summary helpful in describing special aspects of your child's experience at camp? ___Yes ___No

9. Please rate the 1981 Mt. Hood Kiwanis Camp program as to how meaningful it was for your child: ___excellent ___good ___satisfactory ___fair ___poor

Please feel free to use the back of this sheet for additional comments.

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especially valuable because of parental insights and observations in communicating the significant outcomes and carry over values of the camping experience for the child. Lastly, evaluation procedures allow the parent to have meaningful input into the camp program and provide the university and Kiwanians useful information for making desired changes in future camp programs serving disabled populations.

Administrative Structure

Kiwanis

The camp is owned and operated by the Mt. Hood Kiwanis Camp, Inc., a non-profit corporation located in Portland, Oregon. The major purpose of the corporation is to operate the Mt. Hood Kiwanis Camp to serve the disabled. The corporation receives its financial and operational support from its Board of Directors which consists of two representatives from each Kiwanis Club in the Portland metro area that elects to assist the camp. Currently, approximately 40 Kiwanis clubs in the metropolitan area support the camp as one of their primary service projects. Elected officials of the camp board are the president-elect, first and second vice presidents, treasurer, and corresponding secretary. The continuity in leadership and camp operation is achieved by having the president-elect succeed to the office of president and then to the office of the chairman of the board at the end of his respective term. An executive committee comprised of all officers supervises the year-round operations of the corporation and controls the following standing committees responsible for the camp's operations: planning, program, transportation, food, supply, public relations, and advisory. Traditional activities of the camp board have been directed towards supporting the eight-week camping program each summer for the disabled, plus renting the main

lodge to various community groups during the year. More recently, the camp board and select committees have been engaged in planning and fund-raising activities to support development of a new year-round camp facility.

Portland State University

The summer of 1981 marked a decade of leadership provided by the university's Special Education Department in coordinating the Mt. Hood Kiwanis Camp Program for the Handicapped. Dr. Steve Brannan has served as PSU Program Coordinator over these years for the camp, assuming responsibility for the overall administration and supervision of the summer camp program. PSU coordinator responsibilities include: assisting with camper recruitment and registration, curriculum development, recruitment and training of staff and counselors, program planning during the year for ensuing summer camp programs, supervision of summer camp program operations, evaluation and research, participation on Kiwanis Committees (i.e., executive committee, planning program), financial resource development, communications, and public relations within the university and community for camp program development.

Staff

The camp has grown from a full-time staff of seven professionals and 25 counselors (80% high school) in 1972 to a full-time staff of 18 professionals and 80 counselors (80% university students) in 1981. Full-time staff include the Coordinator, Camp Director, Assistant Camp Director, two cooks, four supervising counselors, eight specialists serving the areas of outdoor education, boating, sports, music, crafts, horseback riding, and nursing. Support staff include the caretaker and maintenance personnel. Over 80 counselors in training, under the direction of the full-time staff, provide instructional services to disabled campers during the summer. The majority of staff are educators, holding masters degrees in special education, with the remainder

holding the baccalaureate degrees in related fields such as recreation and physical education. The majority of counselors are undergraduate and graduate students in special education and regular education. Staff and counselors are recruited nationwide, with the majority coming from Oregon.

Staff/Counselor Training

The PSU Coordinator and Camp Director hold a series of planning meetings during the year in preparation for the ensuing summer camp program. Staff meetings are held at Portland State University during the spring when the majority of staff members have been hired. Staff meetings deal with areas such as camp orientation, job responsibilities, and counselor training and supervision. Special training meetings and conferences are also held with particular staff to assist them with their unique responsibilities. Counselors selected to participate in the summer camp attend a three-day pre-training workshop in June previous to the start of the camp program. At this workshop, directed by the PSU Program Coordinator, Camp Director, and Assistant Camp Director, the staff counselors receive training related to their role in directing educational and recreational activities for the campers. Orientation to the learning characteristics of disabled youngsters, Kiwanis camp procedures, program activities, site familiarity, camper management, evaluation procedures, and designing individual programs for the campers are some of the major topics covered during the counselor workshop. During the camping session under the direction of the Camp Director, the staff provides on-site training for counselors and supportive assistance to them as they work with campers. In general, the camp staff are trained to function as resource personnel to counselors, while counselors are trained to provide direct instruction and supervision to the campers. A Kiwanis Camp handbook for staff and counselors is developed during the year by the Camp

Director and PSU Coordinator and distributed to the staff and counselors for use as a training and reference guide. In addition, staff and counselors receive a variety of other materials (i.e., skits, songs, evaluation tools, worksheets).

Effort is usually made to recruit staff who have previously been counselors and have demonstrated special skills and attitudes in working with the disabled and counselors. This approach to recruitment assures a nucleus of camp staff who have previous experience and training regarding the Kiwanis Camp philosophy and operation.

In concert with their cooperative approach to coordinating, Kiwanians assume the greater responsibility for financial support, and the university assumes the greater responsibility for professional support of the camp program.

Funding

The major source of program funding for the Mt. Hood Kiwanis Camp comes from the collective efforts of the individual Kiwanis Clubs in the Portland area that support the camp as their service project. Each year Kiwanis clubs conduct a variety of fund-raising events for which monies are specifically earmarked for the Mt. Hood Kiwanis Camp program. Some financial support is provided by donations from private organizations (i.e., Pacific Northwest 4 Wheel Drive Association, individual Kiwanians, rental of the camp during the year) and through public types of assistance such as the Food and Nutrition Services of the U.S. Department of Agriculture and various local grants. Because of increased leadership by the Camp Board over the last few years, unified fund-raising efforts by all clubs are on the increase. Recent examples include the sponsoring of a Mt. St. Helens (before and after)

photo series project and a Walk-A-Thon/Jog-A-Thon project. In addition, camper fees have been raised to $75.00 per week and a new user fees schedule for rental of the main lodge is producing additional income. The current annual operating budget for the camp is $81,000.00, and in view of increased costs and less than positive economic forecasts, consideration is being given to each Kiwanis Club committing at least 50% of their funds for community organizations to the Mt. Hood Kiwanis Camp. In addition to the current operating budget for the camp and related fund-raising efforts, the corporation's Finance Committee is embarked on a capital funds drive to finance the building program for the new camp facility. Phase I, which has just ended, raised $500,000 which will support construction of the first multi-purpose cabin cluster (See Future Plans).

The Special Education Department has also been instrumental in helping fund the Mt. Hood Kiwanis Camp program. Faculty salaries, year-round secretarial assistance, student scholarships, training and research grants, educational supplies, and instructional materials and communications are major types of financial support being provided the camp by the university. In addition, substantial amounts of in-kind contributions are provided the camp program through year-round coordination services provided by the Special Education Department.

Future Plans

Discussions started in the early 70's between the Kiwanis Camp Board and PSU's Special Education Department regarding the building facility that would support a year-round outdoor program serving disabled persons at the Mt. Hood Kiwanis Camp site. Under the leadership of an ad hoc advisory committee comprised of Kiwanis representatives, the summer Camp Director, and the PSU

Program Coordinator, initial guidelines for such a program were developed and communicated in a document titled The Mt. Hood Kiwanis Camp Development Project. The primary focus of this document, which centered on the overall goals and objectives for a year-round camp program serving disabled persons, were formally adopted by the Board of Directors in fall 1974. Planning of a more formal and extensive nature continued under the direction of a Mt. Hood Kiwanis Camp Planning Committee with broad representation and produced a working document titled The Proposed Comprehensive Program Architectural Plan for Development of the Mt. Hood Kiwanis Camp in 1979. Further planning and investigation by the committee concluded that additional assistance was needed in developing architectural plans to adequately meet the needs of handicapped users in the comprehensive program being proposed. Under the sponsorship of both Kiwanis and PSU, Cora Abel, the Director of the Institute on Adaptive Environments, in Boston, Massachusetts, provided consultation specific to the design and consultation of the Mt. Hood Kiwanis Camp from a 'user-needs' and 'adaptive design' approach. This consultation, in part, prompted the Special Education Department to carry out an extensive study under the direction of Dr. Steve Brannan and the Kiwanis Camp staff that resulted in the development of a User Needs Report in 1980 to support design of the proposed year-round facility. The overall purpose of this report is to provide guidelines to assist the architect(s) in developing design criteria and architectural work plans for a year-round camp facility that adequately reflects various user needs (i.e., handicapped, staff, counselors). The 1980 report is organized to include general user needs that relate to the architectural design, plus specific user needs that relate to the architectural design of individual camp facilities (i.e., main lodge, cabin clusters). Continued assistance from Adaptive Environments, which included Boston consultants Cora Abel and Thomas Fodor, produced extensive design criteria

New Cabin Cluster Design

and recommendations for the new facility based on the User Needs Report. Subsequent developments have included the employment of Hicks Associated Architects in Portland by the Kiwanis corporation to work as part of the design team which also includes Kiwanian Paul Arnett, Chairman and President of the Mt. Hood Kiwanis Camp Board, and Dr. Steve Brannan, Program Coordinator and PSU professor. Their efforts have provided the final design guidelines resulting in the working plans for the first new building, a multi-purpose cabin cluster, which will be winterized, self-contained, and house approximately 45 campers and counselors. Following the master plan, the first cabin cluster was constructed in the fall of 1981 as part of Phase I, with subsequent facilities (i.e., cabin clusters, main lodge, pool) built in later phases of the five-year building program.

For more information on the Mt. Hood Kiwanis Camp, please contact:

Program Coordinator
Mt. Hood Kiwanis Camp
Special Education Department
Portland State University
Portland, OR 97207

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BOCES SPECIAL EDUCATION: Special Education Emphasis—
"Teaching Lessons in the Language of Life"
—BOCES Outdoor Education Naturalist Working With
Cerebral Palsied Student—

NASSAU BOCES OUTDOOR AND ENVIRONMENTAL EDUCATION PROGRAM

Westbury, New York

by Norman Skliar
Associate Administrator

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Introduction

The Board of Cooperative Educational Services (BOCES) is an educational agency that serves a cluster of local school districts within a region. There are 46 BOCES in New York State. This case study pertains to the BOCES of Nassau County which is the largest in the state serving a population of 1.5 million people and 56 school districts containing approximately 300,000 students. Administrative offices of the BOCES Outdoor and Environmental Educational Program are located at the Salisbury Center in Westbury, New York, a suburban community approximately 30 miles from New York City. The program utilizes numerous resources found throughout Nassau County, upstate New York, Connecticut, and Pennsylvania.

The Office of Outdoor Education grew out of a Title III federally funded program. Upon the grant's termination, the office was continued under the auspices of BOCES. At that time, only four school districts were involved in the program. The responsibility of the program was to provide these districts resource services in all areas of outdoor education. Particular attention was given to the development of pilot resident camping in upstate New York areas.

Resident camp programs and local field trip experiences continued to be the central focus of the Outdoor Education Office for the twelve districts it served as of June, 1973. At that time, Dr. Harry Thompson retired and Mr. Norman Skliar was appointed administrator of the program. The program was then retitled "Office of Outdoor and Environmental Education", with the office taking the initiative to provide educational leadership in both Outdoor and Environmental Education for school districts and to provide suitable programs

utilizing a variety of resources in the out-of-doors in an attempt to achieve educational goals.

Facility and Site Description

Brookville Environmental Educational Center

The BOCES Brookville Environmental Educational Center at Brookville, New York (formerly the Nike missile base) encompasses 20 acres. The site includes a blacksmith and crafts shop, a colonial log cabin, a nature center, tent platforms, Project Adventure site, Model Farm, and nature trails. The heated center provides a central meeting room and restroom facilities throughout the year for the visiting school groups.

BOCES Outdoor and Environmental Education Center at Caumsett

BOCES has utilized Caumsett State Park, which is located on the North Shore of Long Island overlooking Long Island Sound, for its Outdoor and Environmental Education Program since 1976. The 1600 acres comprise a unique combination of diverse natural habitats to be explored and studied. Fields, wetlands, ponds, seashore, scenic vistas, and a network of geological resources compose the natural characteristics. Caumsett, once the estate of Marshall Field, retains many of its historical buildings. The former summer and winter cottages now function as the BOCES Resource Centers, which service the resident and day programs respectively. Other facilities include the mansion, dairy complex, polo pony stable, and a 1711 House offering a look at Long Island's earlier cultures.

Program Purpose and Goals

General Goals of Program

It is the contention at BOCES that learning must be a holistic endeavor which draws upon all available resources. Outdoor Education embraces all areas of the educational curriculum. It also reaches outward to utilize the natural, human, and community resources that exist beyond the traditional classroom.

Further, outdoor education is a humanistic approach to education. It rests on the belief that learning must address the life goals and interests of students and that learning should be viewed as a never-ending process; an ongoing adventure along a path to new endeavors and new growth.

Emphasis is placed upon first-hand observations and direct experiences in the out-of-doors that aid in creating teachable moments as well as designing suitable curriculum materials for pre- and post-field trip experiences. Outdoor and environmental education programs range from short excursions, just beyond the classroom, to local field experiences utilizing natural areas (pond, seashore, forest), to more distant experiences which include resident programs on Long Island and upstate New York and surrounding states.

In addition, the Office of Outdoor and Environmental Education provides numerous programs, workshops, and consultant services for teachers and administrators. These services are designed to broaden and enhance teachers' sensitivities to the environment. Through active participation in programs, teachers are better able to maximize their creative instructional talents in developing interdisciplinary outdoor experiences for their students.

"Provided handicapped persons with a pathway to new experiences."

Goals for Special Education Program

Special Education Emphasis--"Teaching Lessons in the Language of Life." The outdoor and environmental education programs offered for the general school population can be and are offered with necessary adaptations to meet the needs of disabled students (K-12) who are served by the program. The major thrust of the Outdoor Education program is to provide disabled persons with new learning experiences. Through activities that allow for kinesthetic, tactile, auditory, and visual processing, exceptional students may increase their self-awareness and learn more about their role in the world. Emphasis is placed on developing each pupils independence and self-esteem. Outdoor education serves as a vehicle to motivate children and to foster positive change in order for maximal learning to occur.

Additional goals which are considered in programming outdoor education experiences for disabled persons can be found by reading the special education program description (See Resources, Colella, Dr. Henry V.).

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Emphasis is placed upon first-hand observations and direct experiences in the out-of-doors.

"Provided handicapped persons with a pathway to new experiences."

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Program Description

Description of Population

Numbers and types of special populations served. The number of special populations which this office serves annually is between 2,000 and 2,500 students. This figure varies due to available grants and school district commitment. The special populations served include emotionally disturbed, learning disabled, deaf, multi-handicapped, trainable mentally handicapped, physically disabled, and neurologically impaired.

Demographics of other populations served. The number of "normal" students served through the program is approximately 13,000 to 15,000 annually. The ages range from 4 to 19 with students from grades pre-school through 12. In addition, college classes attend programs in adventures education, orienteering, and ecology. Total participation annually is approximately 250. Through in-service education programs, school district workshops, special workshops, grants, meetings, consultant services, etc., approximately 2,000 teachers and administrators are served annually.

General Program Description

Mainstreaming. Teachers and administrators are given the option of special education classes participating as a unit or integrating them with the "normal" population from the same school.

Length and type of sessions offered. The programs are essentially offered to all populations during the regular school year (September-June); however, special programs have been conducted during the summer months. Field experiences include one-half day programs, full-day programs, overnight programs, resident programs ranging from two- to five-nights, and

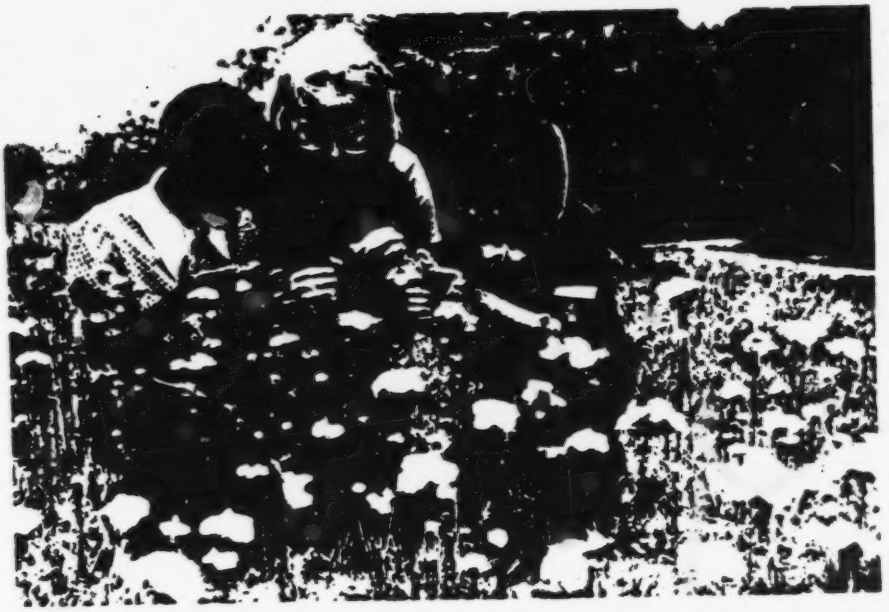
weekend programs particularly suited for teacher-administrator workshops.

Program activities offered. Each program offered is available for all ages and populations with specific adaptations made to meet the specific needs of the ongoing school program. Major emphasis is placed on pre-planning and follow-up classroom activities as part of the Outdoor Education program. The actual field experience is not considered to be an isolated experience in the learning process.

Program operation/arrangements. Due to the large scope and diversified services of the program, activities are programmed through the main office. Therefore, any individual or group wishing to participate in a BOCES program must first contact the Program Coordinator. Through contacts with the Program Coordinator, plans for a field experience are made as follows:

- Planning for the field experience--The programs that are available, a scheduling date, the scheduling of teacher orientation or a visit to the site, scheduling Outdoor Education Naturalists* to conduct field experience, and the program costs are discussed and organized.
- Review of curriculum materials--Following the phone conversation, the interested party receives pertinent materials which describe the program's philosophy, facilities, and specific activities. The amount of material varies according to the particular field experiences chosen.
- Program selection--Following reception of the BOCES material, definite program selection takes place, either through phone conversation, or through the return of forms. Specific curriculum materials, designed for use in pre-trip and follow-up studies are then forwarded. Selection of programs well in advance is advisable to insure early receipt of these materials; therefore increasing their usefulness for pre-trip studies.

*It is important to note that all BOCES Outdoor and Environmental Education programs are conducted by trained Outdoor Educator/Naturalists which are responsible for the total instructional program. Individual interests, talents, and experiences are taken into consideration for all scheduling.



Sensory learning-to develop awareness and further knowledge.

Creating teachable moments while exploring the seashore.

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- Actual field experience--Upon arrival at the site, the Outdoor Education Naturalist greets and conducts the complete field experience for the day. At the conclusion of the field experience, additional post-trip suggestions are provided to the classroom teacher and students for continued studies. The teacher is also handed an evaluation form to complete and return. This provides evaluative information about the program and the staff.

Special Education Homestead Ecology Experience for Teachers and Students

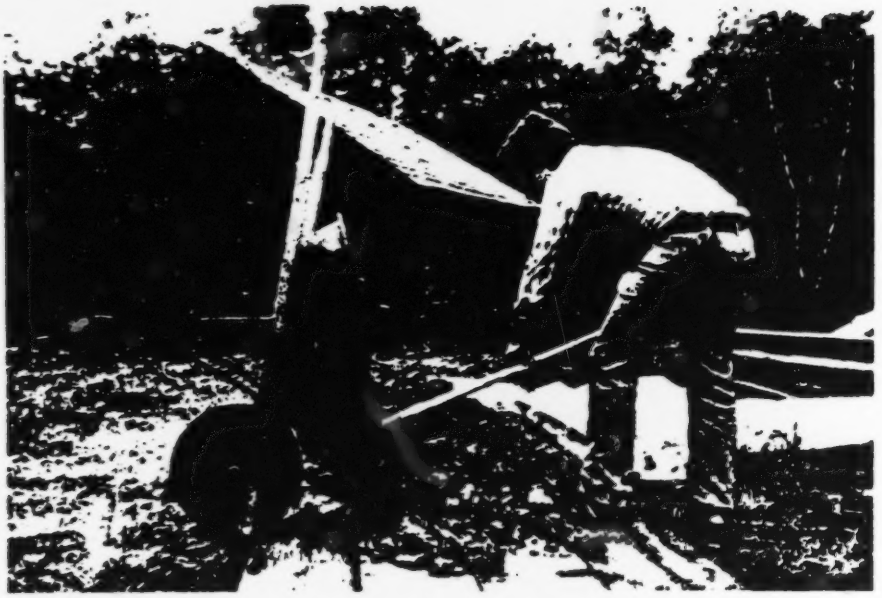
The following brief Special Education program description will serve as a model for a better understanding of the manner in which viable programs are created, and once successful, become a regular program offering. "The Homestead Ecology Experience for Special Education Students and Teachers" is a SED Federal Project Grant No. 28-90-00-39-2 (1979-80).

Project purpose. The overall purpose of this project is to provide disabled students and their teachers with unique and creative opportunities. The major objectives of the Homestead Experience are as follows:

- To stimulate the development of students' cognitive skills in the areas of measurement, time concepts, sequencing, following directions, classification, and association.
- To develop gross and fine motor skills through participation in log cabin construction and pioneer crafts, adventure education challenges, colonial cooking, and nature ecology activities.
- To develop the affective domain in the areas of socialization skills, communication skills self-confidence, and self-awareness.

Participating districts. Participants in this program are the BOCES Special Education School and the following Nassau County School Districts: Elmont, Garden City, Glen Cove, Great Neck, Levittown Manhasset, Mill Neck, Uniondale, and Westbury.

Disability groups served. The emotionally disturbed, learning disabled, deaf, multi-handicapped, trainable mentally handicapped, physically disabled, and the neurologically impaired are served in this program.



"Enable students to learn these concepts of living where our roots were once firm and deep."

Pilot program--Spring, 1979. Administrators and twenty teachers participated in the "Homestead Ecology Experience for Special Education Students and Teachers," the Brookville Grant for the Handicapped. Numerous meetings and workshop sessions were conducted to familiarize the participating districts and teachers with the philosophy of the grant. These workshops proved successful in developing rapport between teachers and the BOCES staff and in providing an opportunity for the participating teachers to better understand their individual roles and responsibilities in the project. These workshops resulted in the development of the pilot student program, the pre- and post-instructional materials, and a student evaluation instrument for use in the final project.

Current program implementation. To accomplish the objectives of "The Homestead Ecology Experience for Special Education Students and Teachers," a full six-day schedule has been developed for each participating class. Within

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the framework of this main program, provisions have been made for specific disabilities and individual needs and interests.

A student evaluation instrument has been developed to measure students' skills prior to and after the six-day program.

New Frontiers in Special Education Programs

It is the intention to continue providing quality educational programs for the BOCES Special Education Division and other Nassau County participating school districts. Future planning includes greater involvement in resident programs, thus providing a total living and learning experience. Major emphasis is to be placed on the areas of "Wellness and Holistic Living," providing education in the areas of nutrition, diet, exercise, and stress management, through wholesome outdoor activities.

Pilot programs have already taken place which involve the Frost Valley Environmental Center in the resident program for disabled students. This center has an abundance of natural resources, and expert staff dedicated to educating disabled students in resident centers.

Other pilot educational programs have also been developed. In most cases these programs continue as part of the total BOCES Outdoor and Environmental Education Program. The following brief description is an example of a pilot program now offered by this office:

Wellness Education Training Program. This pilot program provides selected students, teachers, and key personnel with basic knowledge, understanding, and experiences concerning the major components of total wellness. "Wellness is defined as the building of a lifestyle based upon the conscious commitment to accept responsibility for one's own health and the way things turn out in one's life".

DAY 1

ORIENTATION

Broommaking

Using simple tools, work raw materials into a functional piece. Trace the process from the field to the finished broom.

DAY 2

Blacksmithing

Develop additional craft skills as a blacksmith's apprentice. Build self-confidence.

DAY 3

Project Adventure

Face "insurmountable" challenges. Activate the physical and mental abilities of the group. Develop the dynamic spirit of the pioneers.

DAY 4

WOODWORKING

Log Cabin Construction

Become a contributing part of the "homestead". Create furnishings for the log cabin using saws, draw knives, axes, awls, etc.

DAY 5

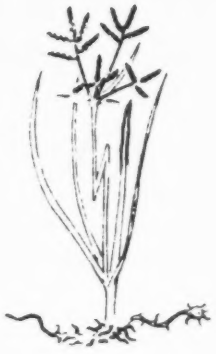
SEASONAL DAY

Observe seasonal changes and their effect on man and nature. Participate in seasonal holiday traditions, and creative crafts.

DAY 6

Outdoor Cooking

Trace the origin of common food products. Plan and prepare Johnny cakes, hasty pudding, or some other colonial recipe, over an open fire.



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Six major interrelated dimensions of wellness are included:

- Exercise and Physical Fitness--cardio-vascular fitness, strength, endurance, monitoring body functions, relationship to weight control, and prevention of diseases.
- Nutrition and Weight-Control--eating well, food labels, alternatives, emotional aspects of eating, creative cooking.
- Stress and Stress Management--fitness management, having fun, emotional awareness, scheduling time.
- Relating to Others--appreciating differences, human sexuality, cooperation, communication.
- Environmental Sensitivity--awareness of self, community, dependence on natural environment.

Each of the above dimensions of wellness is incorporated in the interdisciplinary Outdoor Education Program. In addition to specific plans and curriculum materials, a multimedia wellness program presentation has been completed and is available for group audiences.

Outdoor cooking

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Cooperative Efforts

In order for this large Outdoor and Environmental Education Program to successfully function, it is necessary to work with many resource agencies, facilities, and personnel. This includes state parks and recreation agencies, county parks and recreation agencies, colleges and universities, school district facilities, private nature conservancies, museum systems, etc. In addition, office personnel serve on advisory councils which represent the many agencies and school districts served. This includes special education groups such as the Nassau BOCES Special Education Advisory Council. In addition, numerous presentations have been made to a great variety of agencies and organizations interested or directly involved in education.

BOCES Outdoor Educator works with teachers at the BOCES Caumsett facility.

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Administrative Structure

This program employs one administrator, two program assistants, two outdoor education resource specialists, one secretary, five full-time naturalists, and twenty-five part-time naturalists.

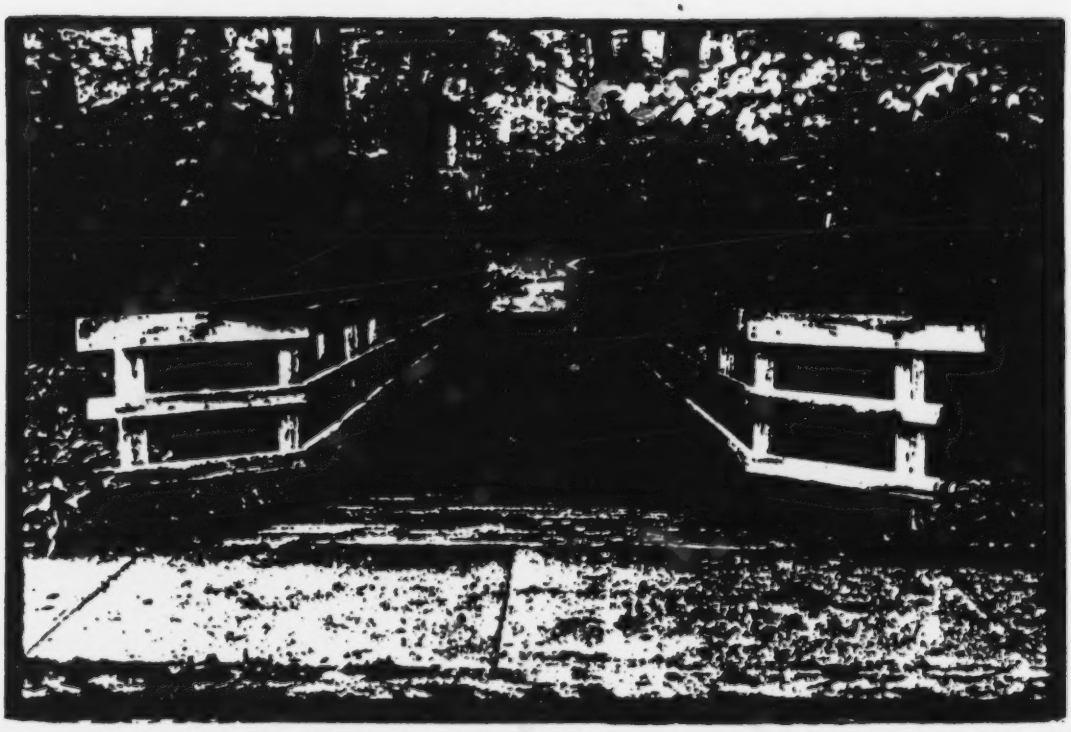
Field personnel, which includes program assistants, outdoor education resource specialists, full-time and part-time naturalists, have been specifically trained to work with disabled populations. A number of personnel have been formally trained through college and university courses.

In-service workshops and training are conducted semi-annually through week-long programs which are devoted to techniques for teaching all populations in the out-of-doors. Specific personnel have been hired by this office whenever state or federal grants have been received.

The Board of Education of the Board of Cooperative Educational Services of Nassau County is the sponsor of the Outdoor and Environmental Education Program.

Funding

Over the past 10 years, the funding source for this program has been the public school district. Special education grants for programs in the out-of-doors have been provided through Title IV-B. Grant monies received by this office have totaled some $170,000. The current operating budget is approximately one million dollars.



To obtain additional information regarding the "Nassau BOCES Outdoor and Environmental Education Program" contact the:

Associate Administrator
Salisbury Center
Valentines Road and the Plain Road
Westbury, New York 11590

(516) 997-8700

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Summit Shot: Mt. Harvard

SANTA FE MOUNTAIN CENTER

Santa Fe, New Mexico

by Richard O. Kimball, Ph.D.
Director

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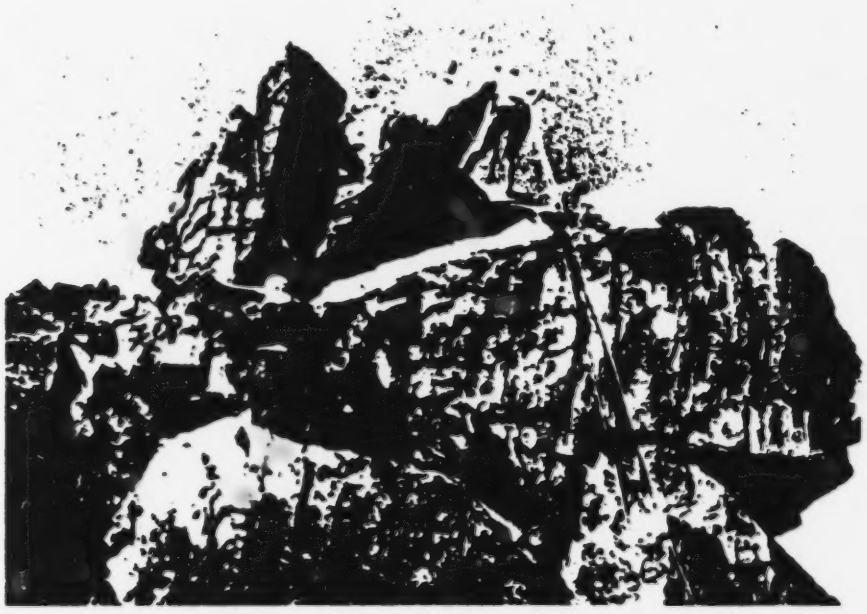
Introduction

The Santa Fe Mountain Center (SFMC) is located in Santa Fe, New Mexico at the foothills of the Sangre de Cristo Mountains. While the administrative offices and logistics warehouse are located in New Mexico's capital city, the Center utilizes the entire southwestern United States as its programming domain.

Utilizing federal and state wilderness areas, the Center's program includes the use of mountaineering, canyoneering, rock climbing, caving, technical river running, and other adventure activities. The program does not teach these specialized skills as ends in themselves, but, rather, teaches <u>through</u> them to provide a therapeutic milieu for special populations, most particularly adult and juvenile offenders. Depending on the individuals involved, these clients might be clinically characterized as behaviorally disordered, emotionally disturbed, or sociopathic.



Rock-climbing and Rappeling in New Mexico's Bandelier National Monument

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Program Purpose and Goals

The goals of the Center's wilderness experience program include assisting individuals in the assumption of responsibility for their actions and their life, the development of problem-solving skills, the enhancement of self-concept and self-control, the development of a sense of trust and acceptance, and the reduction of recidivism.

Rationale

The Santa Fe Mountain Center believes that these goals can be achieved by emphasizing: action, the natural environment, a cooperative community, programmed success, controlled use of stress, and a skilled wilderness counselor/instructor.

Emphasis on Action

The use of adventure activities as a therapeutic vehicle stands in sharp contrast to the vicarious nature of traditional counseling in clinical situations. Most traditional therapies are primarily introspective and analytical. These "talking therapies" presuppose a verbal ability that is often absent in the offender population. The Santa Fe Mountain Center assumes that experience is more therapeutic than analysis. Whereas most psychologists use counseling to change attitudes in order to modify behavior, the Center's therapeutic approach assumes that attitudinal change can best follow behavioral change. Wilderness-adventure experiences capitalize on the delinquent's need for action and adventure. The activities allow the acting out youth to channel his bravado in socially acceptable ways.

The Use of the Natural Environment

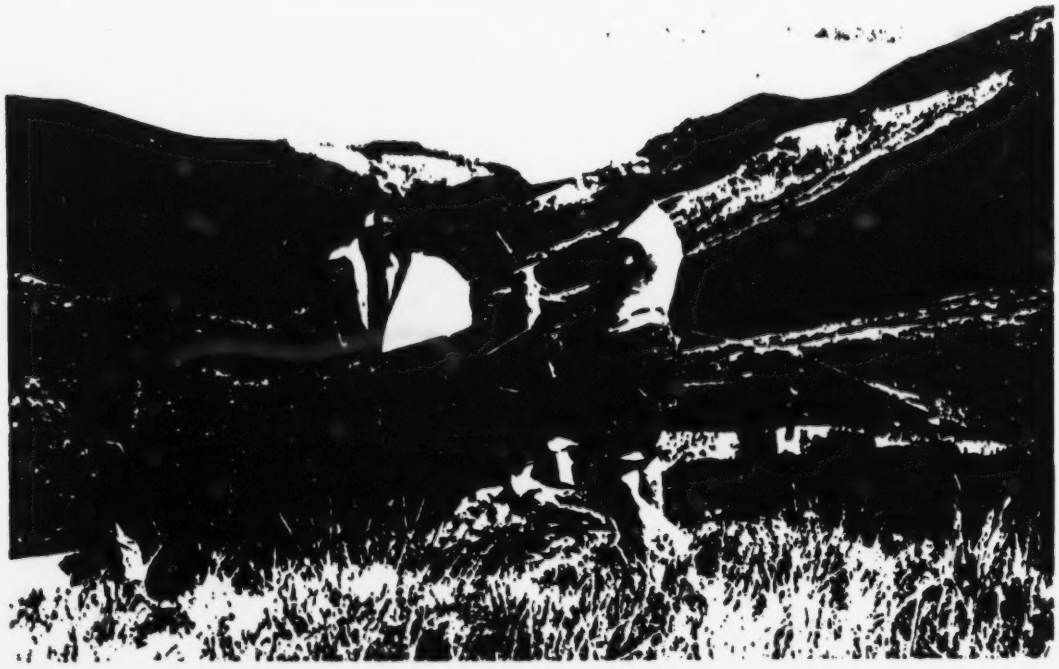
The wilderness serves as a novel situation for most behaviorally disordered youth. The individual is jolted from the security of his/her familiar environment and placed in a new, unfamiliar one. The outdoor environment provides an atmosphere conducive to new behavioral responses in youth who characteristically have great therapeutic resistance. Placement in an unfamiliar setting allows the individual to gain new perspectives on old patterns and assumptions. Thus, one enters a situation where one is open to new problem solving and coping techniques.

The lessons of the environment teach responsibility directly, e.g., if one neglects to construct a shelter, one is miserable when it rains. The isolation and simplicity of the outdoors help to bring youth back to basics and into a manageable world. At the same time, the physical demands of adventure activities allow outlets for the reduction of tension.

Cooperative Community

At the very core of wilderness-adventure therapy is the fact that it is a group experience. In the context of wilderness living, a small group offers the opportunity for the evolution of a prosocial community. Immediate and concrete problems demand cooperation and the utilization of each individual's strength. A system of exchange evolves. One youth might be a good route-finder, another an excellent cook, while a third demonstrates interpersonal leadership under adverse conditions.

The cohesiveness of the group results in an atmosphere conducive to honest emotional expression and sharing. Although conflict is inevitable, the team feeling provides a context for its resolution.



Tarp Construction: Colorado

Programmed Success

A basic premise of the Santa Fe Mountain Center is that most people's self-imposed limitations are greater than their real limitations. The wilderness experience is a carefully constructed, multi-faceted program, designed to counteract patterns of failure. The problems and resulting difficulties are introduced incrementally, so that tension is created without it being overwhelming. Success is built upon success. One day's instruction is concerned with how to stuff a back pack and how to walk efficiently, while advanced course work may be of a technical nature, taking up topics such as how to belay a rock climb or how to descend a slickrock canyon.

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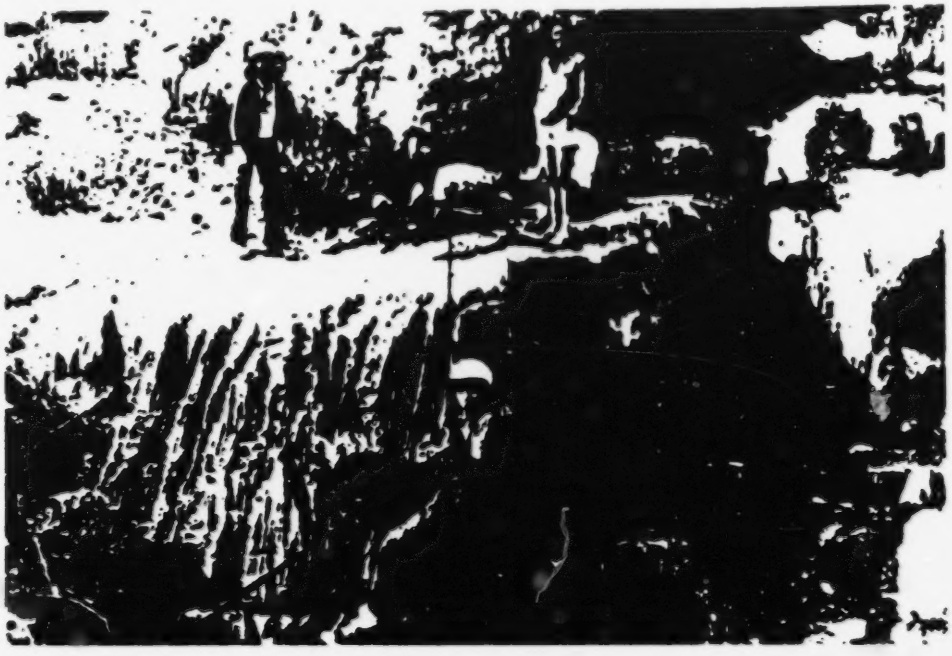
Youth habituated to a lifetime of failure often reject success - it is not congruent with their self-image. The novelty of wilderness problems and the clear cut challenges they present seem to circumvent this syndrome. Problems are concrete, with a definite beginning and ending. Success is tangible and easily recognized.

Stress

It is the intentional use of stress that marks the difference between therapeutic camping and wilderness adventure as therapy for the behaviorally disordered juvenile offender. In the latter, stress is central to the change process. Stress must not be so severe that it is debilitating. Rock climbing, river running, and mountaineering demand actions which challenge youth's self-definitions by encouraging them to explore and surpass what they thought were their limits. Such use of stress brings about intense and powerful emotional responses, such as awe and exultant triumph. It is out of such depth of feeling that growth may emerge.



Tyrolean Traverse in Big Bend

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Stressful situations also provide opportunities for the individual to help and to be helped. The sense of mutual dependence and trust is therapeutic for many participants. Placed in danger, they not only work together, but they depend on each other for emotional support. Experience indicates that the greater the stress the group faces, the greater the social bonding.

The Counselor/Instructor

The adult staff person must be simultaneously concerned with a dual role. First, as instructor, he or she is concerned with the actual course plan, the safety system, and the technical skills that need to be taught. As a counselor, the staff person must be concerned with the needs and growth of each student, that emerging interpersonal dynamics, and the general mood of the group.

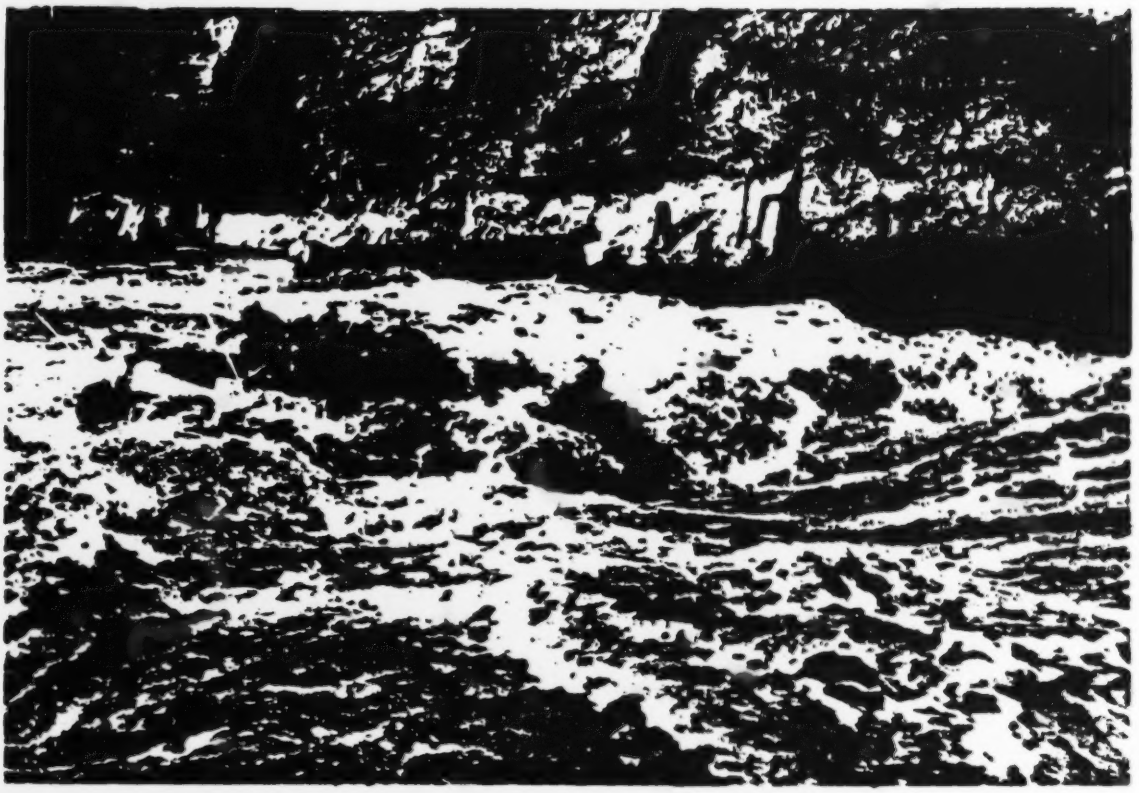
Staff have the critical responsibility for helping youth see the implications of wilderness activities for their own problems and life situations. Thus counseling skills are equally important to mountaineering judgement and experience.

Facility and Site Description

While the Santa Fe Mountain Center depends upon national and state wilderness areas to conduct its mobile courses, the administrative offices and logistics warehouse are located in Santa Fe. These permanent facilities are supplemented by a leased 100-acre ranch and a ropes/confidence course in the nearby Pecos Wilderness Area.

Santa Fe is unique in its immediate accessibility to a variety of wilderness environments. Within an hour's drive are the desert/canyon country of Bandelier National Monument, the mountains of the Pecos Wilderness, and the technical white water of the Rio Grande River through the Taos Box. For longer expeditions, groups might travel to the mountains of Colorado, the canyonlands

of Utah, or the desert of Big Bend, Texas.



River Rafting the Taos Box

Program Description

Although the primary treatment group for the Santa Fe Mountain Center consists of behaviorally disordered offenders, the program has been adapted to other special populations served by New Mexico's Bureau of Mental Health, including rape and incest victims, drug abusers, alcohol abusers, chronic schizophrenic adults, and autistic youth. The wilderness experience can be modified and adapted for virtually any population. Such special projects are

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planned, coordinated, and implemented in conjunction with treatment personnel and therapists from the host agency. Every special project is designed to enable students with limitations to participate in a wilderness experience in a manner that meets their special needs. Each particular project varies in length and in objectives, depending on what the Center and the referral agency deem appropriate.

Beyond the individual goals, every wilderness experience has a specific group theme or purpose. For a group of clients with a pre-sentence status, the program can be an evaluative exercise, used to observe, examine, and clarify suspected behavior problems. For pre-delinquent, acting-out youth, the wilderness experience can be a socializing experience, teaching the client to relate to peers and adults in a more open and realistic way. For individuals leaving a correctional institution, the experience can serve to ease the transition from institutionalization to independence and autonomy.

The Santa Fe Mountain Center requires a prioritized agenda of concerns from the referral agency, recommendations about specific goals, and a plan for a follow-up program anticipating the client's completion of the course.

The wilderness experience component of the Santa Fe Mountain Center is part of a coordinated systems approach to youth treatment. The program emphasizes a coordination of services and treatment efforts among agencies in the public schools, mental health and corrections.

Program Format

As previously mentioned, the Center works with varying populations within varying programmatic formats. The following is a paradigm of a standard course for a behaviorally disordered youth. Participation consists of four phases: referral and intake, introduction experience, expedition phase, and follow up.

Referral and intake. Individuals referred to the Center are screened by state psychologists. This screening results in a complete psychological and social history to determine the appropriateness of the client for an extended wilderness experience. Once the client completes a physical examination, the referral agent forwards all accumulated information to the Center.

The youth who comes to the wilderness experience with misconceptions or an inadequate understanding may fail. It is imperative that he or she have a realistic picture of the demands and expectations of the program. This understanding is often facilitated by a wilderness staff member presenting a slide show which depicts the activities of the course. This presentation is followed by an individual interview to determine the degree of the youth's motivation. The final in-take procedure is the development of a behavioral contract between the wilderness instructor and the potential client. Wilderness counselors explore with each youth the psychological and behavioral issues which they plan to work on during the wilderness expedition. Whenever possible, the parents or legal guardian of the adolescent are included during the referral and in-take phase.

Introductory phase. The introductory experience includes a group weekend experience to orient the youths to the demands of a long term wilderness experience. This brief experience usually occurs either at the Center's Pecos ranch or its ropes course.

Expedition phase. The wilderness expeditions range from 15 to 20 days. A 1:3 staff to youth ratio is maintained in small groups of 8 to 10 juveniles. As the participants develop skills, they are presented with increasingly more difficult tasks. Usual activities include physical conditioning, campcraft, technical skills instruction leading to a major technical challenge experience,

solo (a period alone in the wilderness), a community service project, such as bridge maintenance, a final expedition with minimal staff intervention, a marathon run, and a graduation ceremony.

Hiking in the Pecos Wilderness Area (New Mexico)

Follow-up. Immediately upon course completion, wilderness staff members write a comprehensive evaluation of each participant and send this information to the agency which made the referral. Although the Santa Fe Mountain Center emphasizes the therapeutic aspects of the adventure experience, the wilderness course is also a valuable diagnostic experience. Because such problems as route finding, planning menus, and rock climbing are often high in ambiguity, rigid

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behavioral responses are often impossible. The ability of each individual to deal flexibly and adaptively with physical and social challenges can be readily assessed.

The evaluation report is the link between the program, the youth, and the referral source. It includes a summary of the individual's progress, comments on socialization skills, general observations, and recommendations. If the referral agency has identified target behaviors or specific goals, the report assesses how successfully these areas were addressed. The recommendation section outlines a desirable program follow up for each youth. Typical recommendations deal with home placement advice, family counseling suggestions, drug abuse counseling, and academic or vocational counseling.

Longer term follow up is a shared responsibility between the youth, the Santa Fe Mountain Center staff, the referral agency, and when possible, the youth's parents. When appropriate, three and six month contracts are made between these various constituencies and monitored by the referral agency or probation officers. The Center may maintain contact with participants through such activities as additional short wilderness courses, family visits, reunions, community service projects, Outward Bound scholarships, and leadership positions on the wilderness staff for outstanding graduates. The Center has also experimented with program-linkages between special populations, e.g. utilizing former delinquent, behaviorally disordered youth as peer leaders with physically disabled or younger emotionally disturbed youth. The idea that youth who are typically in custodial situations can actually become helpers and leaders is an example of symbiotic follow up.

The Santa Fe Mountain Center staff can also act as advocates for program graduates before their families, schools, or the courts. This may include requesting the schools or juvenile court to provide specific follow up services

to a youth (such as vocational training or remedial education), or spending time with the youth and his family following completion of the program in order to reflect on the experience and the family's future together.

The Santa Fe Mountain Center works with over 300 clients a year for a total of over 3,000 client days on wilderness experience trips. The program functions year-round, maintaining a balanced schedule throughout the various seasons.

Administrative Structure

The Santa Fe Mountain Center has a full-time staff of eight, with a pool of six part-time wilderness instructor/counselors. Staff possess a combination of educational backgrounds which includes outdoor skills as well as a counseling or special education background. Degrees include Doctorates in Psychology, Masters of Social Work, Masters of Education, and B.A.'s in sociology and psychology. The program has found that non-degreed para-professionals often make superb counselor/instructors, and that particular levels of education are not required for employment.

Staff development in both technical wilderness skills and counseling is ongoing. This occurs through topical workshops, in-services, and brown-bag guest lectures. Topics of emphasis include crisis intervention, teaching outdoor skills to special populations, and facilitating interpersonal communications and socialization skills. In addition, money is set aside each year to assist program staff attending professional meetings and conferences.

A Board of Directors oversees the operation of the Santa Fe Mountain Center. Comprised of educators, judges, psychologists, and social workers, these individuals are in a unique position to provide specialized advice to the Director and staff.

Funding

The Santa Fe Mountain Center operates with an annual budget of approximately $210,000 with 90 percent of this coming from state appropriations through the Bureau of Mental Health in the Health and Environment Department.

Desert Country: Utah

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Publications Available

Wilderness Experience Program - Final Evaluation Report, by Richard O. Kimball, Ph.D. This document provides a comprehensive look at wilderness-adventure programming for special populations in New Mexico. The report includes a review of the literature and the history of wilderness adventure programming; psychometric results; recidivism statistics; cost effectiveness analysis and a participant observer report.

Wilderness/Adventure Programs for Juvenile Offenders, by Richard O. Kimball, Ph.D. Written for the Department of Justice, this document describes the current state-of-the-art with respect to wilderness-adventure programming for juvenile offenders. It is intended for individuals interested in noninstitutional programs for juvenile offenders and would-be practitioners. The paper serves as a guide to the considerable working knowledge of an ever expanding alternative within the juvenile justice systems.

Alternatives for Youth-at-Risk: Outdoor Experiences for a Special Population, by Kendall I. Lingle. This paper published by the Fund for Advancement of Camping examines the need for outdoor alternatives as an intervention strategy for juveniles who are "at risk" due to legal, social or developmental problems. The paper presents a typology of the different outdoor strategies.

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